DOCUMENT RESUME

ED 325 829 CS 010 316

TITLE	Language Arts Curriculum Guide, Grades 7-8. Bulletin 1990, No. 21.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
PUB DATE	90
NOTE	731p.; For the guide for grades 4-6, see CS 010 315.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF04/PC30 Plus Postage.
DESCRIPTORS	*Class Activities; *Course Content; *Course Objectives; Course Organization; *Curriculum Guides; English Curriculum; Grade 7; Grade 8; Junior High Schools; *Language Arts; *Language Skills; Listening Skills; Speech Skills; Thinking Skills
IDENTIFIERS	Alabama

ABSTRACT

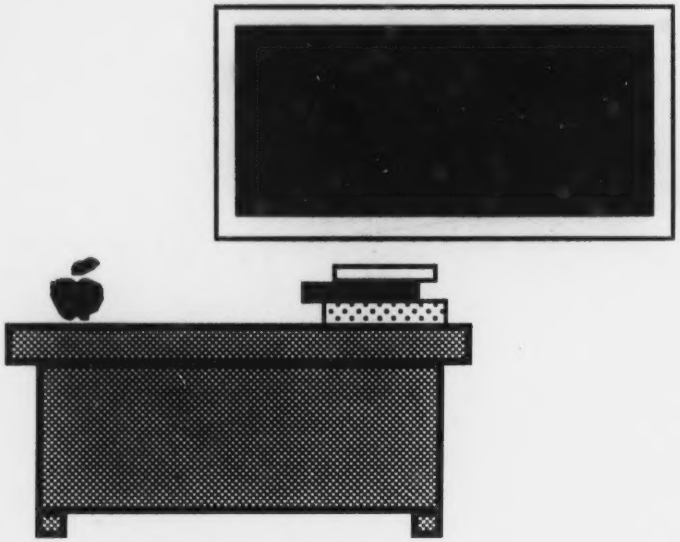
Designed to help classroom teachers implement the "Alabama Course of Study: Language Arts," this curriculum guide for grades 7-8 is in three major sections. The first section is a table of contents that lists desired student outcomes under each of the four major strands mandated by the course of study (listening, speaking, reading/literature, and writing) and lists page numbers after each outcome to direct the teacher to classroom activities that address the specific outcome. The second and largest section of the guide consists of classroom activities, divided among the four strands. Each strand is subdivided into skills areas in which the specific student outcomes are placed. The activities are preceded by student outcome statements and notes for the teacher that convey information important for effectively implementing the activities. The third section is referred to as the "Original Sources and Student Outcomes" portion of the guide. It summarizes the relationship of student outcomes to the original sources from which the outcomes were taken (the Alabama Course of Study, the Stanford Achievement Tests, and the Alabama Basic Competency Tests), and will serve as a reference for local school systems that wish to trace the source of each outcome. The guide is intended to be supplemental in nature, supplementing textbook materials and complementing locally developed curriculum materials. (SR)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED325829

LANGUAGE ARTS

CURRICULUM
GUIDE
Grades 7-8



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Bulletin 1990, No. 21

WAYNE TEAGUE
State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama

"PERMISSION TO REPRODUCE THIS MATERIAL ~~HAS BEEN~~ GRANTED BY

W. Teague

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS010316

It is the official policy of the Alabama State Department of Education, including postsecondary institutions under the control of the State Board of Education, that no person in Alabama shall, on the grounds of race, color, handicap, sex, religion, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

LANGUAGE ARTS

CURRICULUM GUIDE

Grades 7-8

ALABAMA STATE DEPARTMENT OF EDUCATION
Wayne Teague
State Superintendent of Education

DIVISION OF STUDENT INSTRUCTIONAL SERVICES
Martha Barton
Assistant State Superintendent
Martha V. Beckett
Assistant Director

CURRICULUM DEVELOPMENT SECTION
Cynthia Brown
Project Director

FOREWORD

This Language Arts Curriculum Guide: Grades 7-8 is designed to help classroom teachers implement the Alabama Course of Study: Language Arts (Bulletin 1989, No. 49). The Guide clearly states what students should learn (student outcomes) in language arts in grades 7-8. These outcomes appear in the Table of Contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide, then specifies what to teach as well as ways to teach it.

The Language Arts Curriculum Guide: Grades 7-8 is supplemental in nature. It will supplement material found in textbooks and complement locally developed skills continuums, scope and sequences, and/or curriculum guides. The Language Arts Curriculum Guide: Grades 7-8 can be used by local education agencies (LEAs) that have no locally prepared guide, or it can serve as a basis for the development of a local guide. In either case, the involvement of local educators in the development of curricula is valued and encouraged. It is hoped that this guide will initiate local expansion activities such as adding to the list of outcomes for a given subject; writing additional activities in specific areas of identified weakness; rating outcomes as basic, standard, or advanced; and developing uniform end-of-unit tests.

Wayne Teague

Wayne Teague
State Superintendent of Education

INTRODUCTION

The Language Arts Curriculum Guide: Grades 7-8 is one of a series of curriculum guides to be developed by the Alabama State Department of Education. It is part of a larger plan to provide local school systems with a curriculum guide in every subject area, K-12, immediately following the course of study adoption in the same subject area. The first phases of this ambitious project were the development of mathematics curriculum guides for grades K-12, health curriculum guides for grades K-8 and the required one-half unit, and social studies curriculum guides for grades K-12. The language arts guide for grades 7-8 is another step in the development of curriculum guides for language arts, 7-8.

The Language Arts Curriculum Guide: Grades 7-8 consists of three distinct sections. The first section is the TABLE OF CONTENTS that lists what students should learn (student outcomes) in grades 7-8. After each outcome, page numbers direct the teacher to classroom activities that address the outcome.

The second and largest section of the guide consists of classroom ACTIVITIES. Following the format of the course of study, this section is divided into four strands: listening, speaking, reading, and writing. Each strand is subdivided into skill areas in which the specific student outcomes are placed. One of the major emphases of the course of study is the importance of interrelating the four strands during instruction. To support this course of study mandate, many of the activities address multiple strands. The primary emphasis of an activity determines the placement of that activity in a particular strand within the document. The activities are preceded by student outcomes and NOTES FOR THE TEACHER that convey information important for effectively implementing the activities.

The third section is referred to as the ORIGINAL SOURCES AND STUDENT OUTCOMES portion of the guide. It summarizes the relationship of student outcomes to the original sources from which the outcomes were taken. (The original sources for the Language Arts Curriculum Guide: Grades 7-8 outcomes were the Alabama Course of Study: Language Arts; the Stanford Achievement Tests, Seventh Edition; and the Alabama Basic Competency Tests, 1985 Copyright.) This section of the guide will serve as a reference for local school systems that may wish to trace the source of each outcome and/or to designate each outcome as being basic, standard, or advanced.

ACKNOWLEDGEMENTS

The Curriculum Development Section, under the leadership of Katherine Mitchell Carnes, has the responsibility for coordinating the development of curriculum guides. From its beginning, however, curriculum guide development has been viewed as a cooperative effort between specialists in the division of Student Instructional Services and selected classroom teachers from the public schools of Alabama.

Work on the *Language Arts Curriculum Guide: Grades 7-8* started in March, 1987 when Elizabeth Emens was selected as Project Director and the identification of student outcomes began. During July and August, classroom teachers joined State Department of Education specialists in writing activities for teaching the identified outcomes. For fourteen days, a committee of teachers shared ideas and wrote activities. State Department of Education specialists continued writing activities, editing drafts, reading activities for accuracy and clarity, and reviewing student outcomes. After the retirement of Elizabeth Emens in September 1987, a team of department specialists, directed by Cynthia Brown worked to complete the development of this guide. The department secretaries displayed their usual proficiency and cheerful attitudes in typing numerous revisions, proofreading, and preparing document graphics. The contributions of the people listed below are greatly appreciated.

Local School Systems

Martha Killebrew	Montgomery County
Julia Moses	Vestavia Hills City
Wanda Rayfield	Sylacauga City
Martha Marsh	Jefferson County

State Department of Education Specialists

Barbara F. Boland
Joanna B. Crane
Nell Kilpatrick
Steve McAliley

State Department of Education Secretaries

Robbie Abbett
Rosie Brisbon
Shirley Dorman
Leigh Ann Kyser

11

12

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: LISTENING
AREA: LISTENING COMPREHENSION

1. Listen for and identify the main idea in a selection or a presentation.-------------206
2. Listen for and identify contrasts between important and unimportant ideas in a selection or a presentation.-------------206
3. Listen for and identify the explicitly stated details that support the main idea in a selection.-------------2
4. Listen for and identify the following: facts in a selection, opinions in a selection, and facts versus opinions in a selection.-------------4
5. Listen for and identify the implicit meanings in a selection.-------------2
6. Listen for and identify causes and effects in a variety of selections.-------------6
7. Listen to a selection, and describe the visual image seen in the mind.-------------9
8. Listen for and respond correctly to teacher-given directions and instructions.-------------10
9. Answer a dictated question related to a dictated paragraph with one of several printed (and also dictated) answer choices.-------------2

STRAND: LISTENING
AREA: RESPOND CRITICALLY TO ARGUMENT

1. Listen for and identify the tone and mood of a talk or a short story.-------------12
2. Listen to an argument defending a position, and tell how relevant details are used to form a conclusion.-------------14
3. Listen to advertising claims for products by several companies, and tell how the use of supporting evidence can influence buyers.-------------158

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: LISTENING
AREA: ORGANIZATIONAL ELEMENTS

1. Listen for and identify chronological or historical organization in a selection or a presentation. ---------- 49, 183
2. Listen for and identify an introductory statement in a selection or a presentation. ---------- 183
3. Listen for and identify a concluding statement in a selection or a presentation. ---------- 183

STRAND: LISTENING
AREA: PRESENTATIONS

1. Describe the use of nonverbal communication as a contribution to effective presentations. ---------- 18
2. Describe the use of pause, volume, and pitch changes as aids to effective presentations. ---------- 20
3. Describe the impact/effect from having listened to dramatic improvisations, scenes, plays, poems, or narrative excerpts. ---------- 18

STRAND: LISTENING
AREA: ATTENTIVE LISTENING

1. Identify distractions that would prevent attentive listening. ---------- 206
2. Demonstrate the ability to pay attention, although in disagreement with what is being said. ---------- 206
3. Demonstrate the ability to withhold disagreement or questions until the appropriate time to speak. ---------- 206

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: LISTENING
AREA: VOCABULARY

1. Listen for and identify context clues to determine the meanings of unfamiliar words.----------23
2. Listen to a selection, and identify contextual meanings of multimeaning words.----------25
3. Listen to a selection, and identify synonyms, antonyms, and homophones.----------28, 110
4. Listen to and identify the roots, prefixes, and suffixes of words within a sentence.----------100
5. Listen for and give the meanings of new vocabulary terms from subject matter textbooks.----------32
6. Listen to words dictated from a vocabulary list, and identify the meanings.----------33
7. Listen for and identify career-related terms.----------91, 97
8. Listen for and identify specific literary components such as alliteration, plot, setting, and characters.----------35
9. Complete a dictated sentence with one of several printed (and also dictated) words.----------38, 258

STRAND: LISTENING
AREA: BASIC ELEMENTS OF STANDARD ENGLISH

1. Listen to a spoken sentence, identify the subject and the main verb, and tell whether they agree or do not agree.----------39
2. Listen to dictated statements, and tell whether they are complete sentences or sentence fragments.----------266
3. Listen to spoken sentences, identify the verbs, and tell whether they are in the correct tenses and are used correctly according to context.----------39
4. Listen to sentences and tell whether or not there is a shift in verb tense, such as from past tense to present tense.----------42
5. Listen to dictated sentences containing pronouns and their antecedents; identify the pronouns and their antecedents, and tell whether or not they are in agreement.----------263

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: SPEAKING
AREA: DEVELOP CONFIDENCE IN SPEAKING

1. Answer questions, volunteer answers, and volunteer additional information in class discussions.----45, 47
2. Use questions to clarify topics discussed.----47
3. Participate in small group discussions.----47
4. Make oral reports on current events, personal experiences, and/or aspirations.----49
5. Prepare adequately for and make frequent presentations.----49, 85
6. Describe ways, such as the use of proper breathing techniques, to control anxiety when making presentations.----50

STRAND: SPEAKING
AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS

1. Explain poetry and prose selections in a way that conveys and expands the meaning.----52, 163
2. Participate in poetry and prose choral readings.----53
3. Participate in poetry and prose readings that have dialects; for example, Bret Harte's stories and Robert Burns' poetry.----53
4. Apply basic elements of standard English by:
    a. using the correct subject-verb agreement and verb tense in spoken communication,----57, 59
    b. using the correct case forms of pronouns and pronoun-antecedent agreement in spoken communication,----59
    c. expressing ideas in complete sentences,----59
    d. using modifiers effectively and correctly in spoken communication,----59
    e. making talks on selected subjects using standard English syntax (correct order of words in sentences), and----59
    f. avoiding the use of double negatives in any spoken communication.----59

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: SPEAKING
AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS (Continued)

5. Adjust vocabulary to fit the speaking situation by using vocabulary that:
    a. describes,--61
    b. explains,---61
    c. persuades,--61
    d. compares, and/or--61
    e. contrasts.--61
6. Incorporate appropriate vocabulary from content area textbooks and/or recreational reading materials.------------------------------------61
7. Use the dictionary or other reference sources for correct word usage.----------------62
8. Use the appropriate choice of words to give the intended meaning.--------------------62
9. Use appropriate career-related vocabulary.----------------------------------77, 91, 97
10. Use and define the meanings of words occurring in daily life situations.-----77, 91, 97
11. Use standard English instead of slang or informal English in formal speaking situations.--59, 77

STRAND: SPEAKING
AREA: SHARE INFORMATION, IDEAS, AND BELIEFS

1. Give original ideas about a topic, and explain how to develop and/or expand them.--64, 78
2. Choose ideas for a presentation, and organize them in a related manner.----------64, 78
3. Use clear enunciation and accepted pronunciation in spoken communication.------------65
4. Project the appropriate voice volume and pitch in spoken communication.--------------65
5. Adjust the pace of speaking to fit the type of report given.------------------------64
6. Make eye contact, and use effective gestures with an audience.----------------------78

22

21

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: SPEAKING
AREA: ASK AND ANSWER QUESTIONS COHERENTLY AND CONCISELY

1. Use questions to clarify the topic(s) discussed.----------47
2. Use questioning techniques that generate additional information on a topic(s).----------47
3. Use complete sentences to answer questions.----------47
4. Explain why questions should be formulated mentally or in writing before they are asked during a discussion.----------68
5. Answer questions with clarity, coherence, and conciseness for the purpose of eliminating extraneous information.----------47
6. Answer the portions of questions that one can answer, and indicate the portions that one cannot answer.----------68
7. Use tolerance in responding to others' ideas, even when not in agreement with them.----------47
8. Demonstrate the ability to withhold judgment and/or opinion until the designated speaker has concluded a presentation.----------47

STRAND: SPEAKING
AREA: IMPROVE INTERPERSONAL COMMUNICATION

1. Demonstrate appropriate ways to make announcements by including all of the necessary information such as the who, what, when, where, why, and how.----------69
2. Use standard procedures when introducing a friend or relative.----------71
3. Use accepted telephone speech patterns.----------73
4. Tell ways to initiate and to sustain conversations effectively and properly.-----75, 77
5. Tell ways to express congratulations for various situations; for example, job promotions, graduation, and marriage.----------83
6. Tell ways to prepare for a job interview.----------77
7. Tell appropriate ways to answer interview questions.----------77
8. Give examples of situations in which quick thinking is necessary, such as job interviews.----------77
9. Demonstrate ways to give clear, concise directions or instructions in daily life and/or career-related situations.----------77, 84

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: SPEAKING
AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA

1. Participate in the acting out of a story that was written to entertain others or to reveal personal ideas and feelings or the understanding of others' ideas and feelings.----------85
2. Tell an original story that reveals personal ideas/feelings.----------86
3. Tell an original story that indicates an understanding of the ideas/ feelings of others.----------86
4. Tell an original story that entertains.----------88
5. Plan an assigned role-playing situation that displays the appropriate attitude and language for each role.----------73, 77
6. Interact with others in an unplanned role-playing situation.----------73, 75, 77
7. Prepare and present dramatic group presentations by:
    a. delivering memorized lines,----------73, 77
    b. showing various inflection of lines,----------73, 77
    c. developing stage presence,----------73, 77
    d. using stage directions appropriately,----------73, 77
    e. assisting in simple set preparations, and----------73, 77
    f. presenting the production to an audience.----------73, 77

STRAND: READING/LITERATURE
AREA: VOCABULARY DEVELOPMENT

1. Identify words and phrases which occur in daily life situations (social, economic, occupational, and health areas), and give the literal meanings of the words.----------91, 97
2. Identify words from Wilson's Essential Vocabulary and the Basic Competency Spelling Lists, and give the literal meanings of the words.----------94
3. Identify the literal meanings of words and phrases that are located on various forms, schedules, labels, and applications.----------137, 229
4. Choose the appropriate abbreviation or symbol for a given word or words.----------96, 283
5. Choose the appropriate word or group of words that a given symbol represents.----------96, 283

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: READING/LITERATURE
AREA: WORD MEANINGS

1. Give the literal meanings of words used in daily life situations.----------------91, 97
2. Use context clues to determine word meanings.------------------------------------23
3. Give the meanings of abstract words used in context.-----------------------------25
4. Use affixes to determine word meanings.--100
5. Give the meanings of common abbreviations and symbols.-------------------------96, 283
6. Identify compound words.---107
7. Identify the root (base) of a word.--100
8. Identify contractions.---108, 288
9. Identify hyphenated words.---109, 292
10. Identify synonyms and antonyms.--28, 110
11. Identify homophones (bear, bare) and homographs (read, read).------------111, 276
12. Select the best meaning or synonym for an underlined word used in a given sentence.--114
13. Select the best meaning or synonym for an underlined word used in a paragraph.--114
14. Change a base word into another word that has a specified meaning by adding the correct prefix or suffix.---100

STRAND READING/LITERATURE
AREA: REFERENCE SKILLS

1. Use dictionary guide words to locate specific words.-----------------------------116
2. Identify an item or word that would be included between two given guide words.---116
3. Use diacritical marks for pronunciation.---118
4. Identify the appropriate meaning in context of a multimeaning word.-------------121
5. Identify syllable divisions in words.--109, 292

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND READING/LITERATURE
AREA: REFERENCE SKILLS (Continued)

6. Use secondary accent marks in a dictionary to determine proper pronunciation of a word of more than two syllables.----118
7. Use the card catalog to locate information.----125
8. Identify the function of a given reference source.----125
9. Identify specific content to be found in a given reference source.----125
10. Identify the appropriate resource to use in any given situation. Examples of resource materials include an encyclopedia, an atlas, a thesaurus, a newspaper, the card catalog, and parts of a book.----125

STRAND: READING/LITERATURE
AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES

1. Use alphabetical organization to locate information.----127
2. Use different sections of a book.----129
3. Use different sections of a newspaper.----131
4. Use maps, graphs, charts, and tables.----133, 148
5. Read signs commonly found in the community.----135
6. Complete various forms and application blanks.----137, 229
7. Read for information located in a variety of materials, such as advertisements, yellow pages, labels, directions, and catalogs.----127
8. Read and follow written directions and instructions.----133, 148
9. Use the telephone directory correctly.----127
10. Use telephone directory guide words.----127

STRAND: READING/LITERATURE
AREA: LITERAL AND INFERENTIAL COMPREHENSION

1. Skim for information by previewing and/or overviewing printed material.----140
2. Scan for information by looking for key words in a passage.----140
3. Identify facts to gain knowledge.----143
4. Identify key words and main ideas.----145

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: READING/LITERATURE
AREA: LITERAL AND INFERENTIAL COMPREHENSION (Continued)

5. Locate details that support the main idea.----145
6. Read critically to evaluate or judge the information.----143
7. Follow written directions and instructions.----133, 148
8. Explain the difference between fiction and nonfiction.----143
9. Identify dialogue as conversation.----149
10. Identify the stated or implied main idea in a passage.----151
11. Identify the who, what, where, when, why, and how information in a written passage.----151
12. Determine the main ideas and details from selected material on personal and family money management, nutrition, government, law, and health.----145
13. Distinguish fact from opinion in a reading passage.----4
14. Answer questions about explicitly stated meanings and details found in a variety of printed material such as grade-level textbooks, everyday life reading material, and material read for pleasure.----154
15. Answer questions requiring conclusions, inferences, and generalizations about explicitly and implicitly stated meanings found in a variety of printed material such as grade-level textbooks, everyday life reading material, and material read for pleasure.----155

STRAND: READING/LITERATURE
AREA: FACT FROM OPINION/FANTASY

1. Tell what is fact and what is opinion.----4
2. Identify propaganda devices such as namecalling, slogans, testimonials, and bandwagon.----16, 158
3. Determine the author's purpose.----161

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: READING/LITERATURE
AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA

1. Identify the who, what, where, when, why, and how of the story.----163
2. Identify the main characters.----163
3. Identify the plot.----163
4. Identify the setting.----163
5. Identify points of view; for example, the first person.----165
6. Identify literary devices such as metaphor, simile, allusion, and personification.----167
7. Read an entire literary work or a part of it, and write a summary, a paraphrase, and/or a précis of the work.----169, 180
8. Explain the theme of a literary work.----170
9. Produce written and oral reports on books.----172

STRAND: READING/LITERATURE
AREA: CRITICAL THINKING SKILLS

1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis (taking apart), synthesis (putting together as a whole), and evaluation.----174
2. Ask questions that encourage convergent and divergent thinking.----176

STRAND: WRITING
AREA: SPECIFIC PURPOSES AND OCCASIONS

1. Write to discover personal thoughts and feelings. Write the following types of compositions: free writing piece, journal writing, personal essay, friendly letter, personal response to literature, and poetry.----177, 197, 201
2. Write to express an understanding of what is read or heard. Write the following types of compositions: summary, paraphrase, and précis.----169, 180
3. Write an account of real or fictional events. Write the following types of compositions: skit, autobiographical sketch, and narrative of actual experience.----183

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: WRITING
AREA: SPECIFIC PURPOSES AND OCCASIONS (Continued)

4. Write to explain or give factual information. Write the following types of compositions: narrative of an observed event, biographical report, news article, research report, and process essay.---187, 209
5. Write to describe something, such as a classified ad to sell an article.---192
6. Write to persuade someone to buy something, such as an advertisement of a new product.---195

STRAND: WRITING
AREA: SPECIFIC AUDIENCES

1. Write for self. Write the following types of compositions: free writing piece, journal writing, and diary.---177, 197, 201
2. Write for others such as friends, the general public, and/or a hostile audience. Use the appropriate language, tone, and genre required to address various audiences on the same subject. Write a letter and/or an essay, as appropriate.---198

STRAND: WRITING
AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES

1. Write as a means of generating material for a written composition. Use material from the following types of writing: free writing, looping, clustering, reporter's formula, listing, brainstorming, journal entries, problem solving, and note taking.---177, 201
2. Use conversation to generate material for written compositions. Use material from the following sources: peer conferencing, interviewing, and class discussions.---202

Table of Contents

PAGE

STRAND: WRITING
AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES (Continued)

3. Use reading to gather material for written compositions. Use material from the following methods: taking notes, synthesizing material from sources, acknowledging sources within text, and reading casually.------------------209
4. Use listening to gather material for a written composition. Use material from the following types of presentations: lectures, media programs, and discussions.------------------206

STRAND: WRITING
AREA: MATERIALS ARRANGED TO PRODUCE COMPOSITIONS

1. Produce cohesive writing through careful attention to the types of writing and to the arrangement of words, sentences, and paragraphs.------------------187, 209
2. Produce cohesive writing through the use of research notes, imitation, and outlining.------------------210, 232

STRAND: WRITING
AREA: PLANNING, ORGANIZING, COMPOSING

1. Select the arrangement for sentences or pictures that gives the ideas, sentences, and written directions either in the best order to make a good paragraph or in a logical order.------------------211
2. Write a paragraph with one topic and supporting details, and provide an appropriate title.------------------213
3. Identify the best introductory or concluding sentence.------------------213
4. Include in a message only the information that is necessary and relevant.------------------215
5. Recognize the necessary information that is missing from examples of written messages, notices, advertisements, or announcements.------------------215
6. Write different types of paragraphs (process, cause and effect, comparison or contrast, and combination of methods) with topic sentences, adequate development, supporting evidence, concluding sentences, unity, and coherence.------------------218

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: WRITING
AREA: PLANNING, ORGANIZING, COMPOSING (Continued)

7. Write different types of compositions (descriptive essays, narrative essays, expository essays, and persuasive writing) with adequate development, unity, and coherence.----220
8. Write creative works (short story, poem).----223
9. Write friendly or business letters in proper form.----226, 295
10. Fill out school-related forms.----137, 229
11. Recognize the correct information needed to complete printed forms.----137, 229
12. Use the proper form to write a request for information and a letter to the editor.----230
13. Identify in a business or friendly letter any part of the letter that does not belong and any part of the letter that might have been omitted.----226, 295

STRAND: WRITING
AREA: FORMAL OUTLINE FOR EXPOSITORY/ARGUMENTATIVE COMPOSITIONS

1. Write topic outline(s).----210, 232
2. Write sentence outline(s).----210, 232
3. Write a topic or a sentence outline based on readings for research purposes.---210, 232

STRAND: WRITING
AREA: TRANSITIONS - UNITS OF DISCOURSE

1. Use transitional words or phrases within or between units of writing such as sentences and, especially, paragraphs.----234

STRAND: WRITING
AREA: DICTION FOR PURPOSES WITHIN A COMPOSITION

1. Incorporate into compositions effective vocabulary gained through reading, word study, and dictionary usage.----237

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: WRITING
AREA: RESEARCH REPORTS AND PAPERS

1. Incorporate and summarize material from sources such as encyclopedias, articles, and interviews, and put into own words for research reports and papers.----240
2. Document sources by using prescribed forms such as quotations, bibligoraphies, and footnotes to avoid plagiarism.----243

STRAND: WRITING
AREA: GRAMMAR AND USAGE

1. Write declarative, interrogative, imperative, and exclamatory sentences.----246
2. Write simple and compound sentences.----247
3. Write sentences of various patterns and lengths.----251
4. Combine sentences to achieve coordination through use of related independent clauses and/or coordinating conjunctions.----247
5. Use correct subject-verb agreement.----253
6. Use nouns and pronouns (both singular and plural) correctly as the subject, direct object, appositive, predicate nominative,indirect object, noun of address, noun of exclamation, and object of preposition.----38, 258
7. Use verbs (both regular and irregular) correctly in present, past, future, and perfect tenses.----260
8. Use the correct forms of verbs, adjectives, pronouns, and adverbs.----261
9. Use compound subjects and verbs in sentences.----247
10. Use a pronoun to agree with its antecedent.----263
11. Recognize that a series of words is a complete sentence, a run-on sentence, or a sentence fragment.----266
12. Transform sentence fragments and run-on sentences into complete sentences.----266

41

42

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: WRITING
AREA: SPELLING

1. Apply basic rules of spelling.--270
2. Choose from underlined words the word that is spelled incorrectly (Words are from the spelling list for the Alabama High School Graduation Examination).--275
3. Choose from among options the phrase containing a misspelled homophone.--------111, 276
4. Identify the misspelled word in which certain consonant and vowel sounds are misspelled with common spelling errors ("house" spelled as "howse").------------277
5. Choose from among options the misspelled word in which the inflectional ending reflects an error ("walked" spelled as "walkt").-----------------------------279
6. Identify the misspelled word in which an affix reflects an error ("misbehave" spelled as "missbehave").--279

STRAND: WRITING
AREA: PUNCTUATION

1. Use correct end marks (periods, exclamation points, and question marks) when punctuating sentences.--281, 297
2. Use periods after initials and abbreviations.-----------------------------------96, 283
3. Use commas correctly with items in a series, dates, addresses, nouns of direct address, salutations of friendly letters, closings of letters, appositives, compound sentences, interruptive words and phrases, and direct quotations.--286
4. Use apostrophes correctly in contractions, possessive nouns (singular and plural), and plurals of letters and numbers.-----------------------------108, 288
5. Use colons correctly before lists, before long quotations, in salutations of business letters, and in writing time.--290
6. Use quotation marks in direct quotes, dialogue, and certain titles.------------281, 297
7. Use hypens correctly in word division, compound words, and the written forms of numbers.--109, 292

43

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: WRITING
AREA: PUNCTUATION (Continued)

8. Use italics or underlining correctly in titles or names of books, plays, and newspapers.----281, 297
9. Identify correct punctuation and capitalization in a business or friendly letter.----226, 295
10. Recognize the incorrect use of the quotation mark, the question mark, the comma, and the colon in sentences; and make corrections where needed.-----296, 298, 301

STRAND: WRITING
AREA: CAPITALIZATION

1. Use basic rules of capitalization in writing, including, but not limited to, the first word in sentences, proper nouns, and words in titles.----281, 297
2. Identify capitalization errors related to the first word in a sentence, the pronoun _I_, and/or proper nouns.----296, 298, 301
3. Recognize the correct capitalization conventions:
   a. geographical locations;----299
   b. historical events;----299
   c. names of institutions, nationalities, and bridges; and----299
   d. at the beginning of a direct quotation that appears in a sentence.----299
4. Recognize the incorrect capitalization conventions:
   a. geographical locations;----296, 298, 301
   b. historical events;----296, 298, 301
   c. names of institutions, nationalities, and bridges; and----296, 298, 301
   d. at the beginning of a direct quotation that appears in a sentence.----296, 298, 301
   Make corrections where needed.

LANGUAGE ARTS
GRADES 7-8

Table of Contents

PAGE

STRAND: WRITING
AREA: REVISE AND PROOFREAD

1. Use a checklist provided by the teacher to revise and proof personal written work.----296, 298, 301
2. Use a critique by the teacher, a peer, or one's self to improve a draft of written work.----296, 298, 301
3. Make writing more effective by:
    a. changing pattern of organization,----296, 298, 301
    b. developing ideas further,----296, 298, 301
    c. combining sentences,----296, 298, 301
    d. changing structure within sentences,----296, 298, 301
    e. substituting more effective words,----296, 298, 301
    f. making awkward passages read more smoothly, and----296, 298, 301
    g. correcting grammatical and spelling errors.----296, 298, 301

47

48

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
WRITING

STRAND: LISTENING

AREA: LISTENING COMPREHENSION

OUTCOMES:
1. Listen for and identify the main idea in a selection or a presentation.
2. Listen for and identify contrasts between important and unimportant ideas in a selection or a presentation.

AREA: ATTENTIVE LISTENING

OUTCOMES:
1. Identify distractions that would prevent attentive listening.
2. Demonstrate the ability to pay attention, although in disagreement with what is being said.
3. Demonstrate the ability to withhold disagreement or questions until the appropriate time to speak.

STRAND: WRITING

AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES

OUTCOME:

4. Use listening to gather material for a written composition. Use material from the following types of presentations: lectures, media programs, and discussions.

NOTES FOR THE TEACHER

Refer to WRITING: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES; OUTCOME 4, page 206.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: LISTENING COMPREHENSION

OUTCOMES:

3. Listen for and identify the explicitly stated details that support the main idea in a selection.
5. Listen for and identify the implicit meanings in a selection.
9. Answer a dictated question related to a dictated paragraph with one of several printed (and also dictated) answer choices.

NOTES FOR THE TEACHER

This activity may be used as a review to check students' ability to listen carefully and attentively so that they understand what they hear.

Look for interesting and well-written paragraphs in literature books, library books, and textbooks. Choose one- or two-paragraph selections suitable for reading aloud to students. Compose questions related to the selections, and then write multiple-choice answers. Compose some questions that require students to identify explicit details that support the main idea. Compose others that require students to identify implied meanings. Prepare and duplicate the multiple-choice answers, or write the multiple-choice answers on a transparency.

ACTIVITY 1 - OUTCOMES 3, 5, and 9

Discuss with students the importance of attentive listening.

Read to students a one- or two-paragraph selection. Distribute the papers containing the multiple-choice answers, or display the multiple-choice answers on a transparency. Read each comprehension question and possible answers aloud, and allow time for students to select the answer from the multiple choices. Continue until all questions and choice of answers have been read aloud and the answers have been selected by students. Discuss each question and correct answer.

ACTIVITY 2 - OUTCOMES 3, 5, and 9

Record on a tape a selection from an appropriate source. Record comprehension questions and multiple-choice answers related to the selection. Prepare answer sheets containing the multiple-choice answers.

Place the material in a learning center.

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
READING/LITERATURE

STRAND: LISTENING

AREA: LISTENING COMPREHENSION
OUTCOME: 4. Listen for and identify the following: facts in a selection, opinions in a selection, and facts versus opinions in a selection.

STRAND: READING/LITERATURE

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 13. Distinguish fact from opinion in a reading passage.

AREA: FACT FROM OPINION/FANTASY
OUTCOME: 1. Tell what is fact and what is opinion.

NOTES FOR THE TEACHER

The following activity requires that students select articles from newspapers or nationally circulated magazines. Newspapers and magazines should be collected for use in the classroom.

ACTIVITY

State that an important skill to develop is the ability to listen critically to what is said in campaign speeches, in advertisements over the radio or television, or in conversations. Emphasize that a critical listener evaluates what is heard and relates what is said to known experiences and to what others have said and written about the same subject.

Explain that some statements contain ideas that are based on fact. Define a fact as being a truth--something that really happened or really existed. Stress that a fact is based on direct evidence or something known by actual experiences or observations.

ACTIVITY (Continued)

State that some statements are based on opinion. Define an opinion as being a belief, feeling, or judgment. State that an opinion cannot be proven by direct evidence.

Examples:

Fact: Mindy's dog bit Mrs. Jones.
Evidence: Mindy's father saw Mindy's dog bite Mrs. Jones.

Fact: John's teacher is six feet tall.
Evidence: When the teacher is measured, he is six feet tall.

Opinion: The Republican candidate must win the election.
No direct evidence.

Opinion: The best bargains are always found in our store.
Watch out when words like always and never are used.

Ask students to select an article from a newspaper or magazine and read it critically to recognize facts and opinions. Ask students to write all of the major facts and opinions stated in the selection. Have students write one-half- to one-page reports about the articles and include major facts and statements of opinion.

Have students deliver their reports orally in class. Ask students listening to each report to make brief notes identifying the opinions presented and at least three facts given. Discuss the facts and opinions after each report, identifying any errors in judgment.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: LISTENING COMPREHENSION
OUTCOME: 6. Listen for and identify causes and effects in a variety of selections.

NOTES FOR THE TEACHER

This activity provides practice in developing critical listening skills. Sentences containing causes and effects must be collected or written prior to the presentation of the activity.

ACTIVITY

Explain to students that good listeners should learn how to identify causes and effects when listening to speakers. Add that some speakers will explain why something happened by stating the cause of the happening. Remind students that the cause happens first.

Explain that a good listener learns that certain clue words point out causes of happenings and that other clue words point out effects.

Write the following on the chalkboard or on a transparency:

| because |---------→ the cause | since |---------→ the cause

1. Because it had rained all week, ____________________.
   |_____ the cause ____________|

2. ____________________ since he had spent all of his money.
   |__________ the cause _________|

State that each sentence has a cause stated. Ask students to visualize a probable effect or result for each sentence.

ACTIVITY (Continued)

Example:

1. Because it had rained all week, the dirt road up the mountain was closed for traffic.
   (cause ------- effect)

2. He could not go to the big basketball game since he had spent all of his money.
   (effect -------- cause)

Explain that other clue words also identify cause and effect.

Example:

| consequently | ----> the effect or result

| so that | ----> the effect or result

| therefore | ----> the effect or result

Have students divide a sheet of paper into two columns. Ask them to write cause over one part and effect over the other. Direct students to listen to each sentence as it is read aloud and to write the cause in the cause column and the effect in the effect column. Read each sentence, pausing after each one so that students have time to complete the columns.

After all sentences have been read and responded to, discuss the answers.

Example:

CAUSE AND EFFECT

1. Because the Western Bureau reported the sighting of a hurricane, the people who lived along the Alabama gulf coast hurried to inland towns and cities.
2. The players decided to practice an extra hour so that they could learn the new play.
3. Heather was the shortest person in her class; therefore, she always was the first one in line to have her picture made.
4. Since John did not have a driver's license, Suzan's mother would not let her ride home with him.

ACTIVITY (Continued)

CAUSE	EFFECT
1. Because the Weather Bureau reported the sighting of a hurricane	the people who lived along the Alabama gulf coast hurried to inland towns and cities.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: LISTENING COMPREHENSION
OUTCOME: 7. Listen to a selection, and describe the visual image seen in the mind.

NOTES FOR THE TEACHER

This activity should be presented during the study of figurative language. Sentences using similes, metaphors, or personification should be collected before the activity is presented.

ACTIVITY

Explain to students that speakers use comparisons of two things in some speeches so that what they mean becomes clearer. Add that some speakers use various kinds of figurative language to get the attention of the listeners.

Direct the students to listen closely to a statement that will tell how two things are alike. Ask them to close their eyes and form a mental picture of what is said.

Read one sentence at a time. Pause while students form mental images; then, ask students to describe the images.

Examples:

1. The man roared like an angry lion.
2. The boy raced through my room like a bull through a china shop.
3. The candidate is as straight as an arrow.
4. The senator is a wily old fox.
5. Jon's mother hit the ceiling when she saw his report card.
6. The congressman was a snarling tiger over the proposed bill.
7. The dancer floated like a feather across the stage.
8. Her voice was like a crow's.

AREA: LISTENING COMPREHENSION
OUTCOME: 8. Listen for and respond correctly to teacher-given directions and instructions.

NOTES FOR THE TEACHER

The outdoor activity for this outcome requires certain objects that will be considered as "obstacles" to be avoided on the way to a goal. The objects should be collected before the activity is used. Possible objects to use are a wastepaper basket, a ball, a chair, a piece of chalk, and a chalkboard eraser. A blindfold is also needed.

ACTIVITY

Explain to students that the purpose of this activity is to emphasize the necessity for giving exact directions at certain times as well as the necessity of asking appropriate clarifying questions so that the directions can be responded to correctly.

Explain that the name of the activity is "Blind Landing." Divide the class into two groups. Select a student from one group to be the "pilot" of an imaginary airplane. State that the "pilot" will be expected to follow spoken directions and land the airplane safely. Select a student from the other group to be the "control tower." State that the "control tower" will give directions to the "pilot." Have the remaining students form a "runway" by lining up in two parallel rows about five feet apart. Explain that the pilot must pass between the two rows without colliding with one of the "obstacles" or the side of the "runway."

Blindfold the "pilot," who will not be allowed to speak until spoken to by the "control tower." Have the "obstacles" placed on the "runway" in random fashion. Explain that the game will begin with the "control tower" giving a direction to the "pilot," who then must ask a clarifying question by using a complete sentence. Explain that the answer to the question must be clearly stated. Direct the "pilot" to follow the given direction as closely as possible.

ACTIVITY (Continued)

Subtract one crash point to the "control tower" team for any object or person touched by the "pilot." Award one point to the "control tower" team for poorly expressed clarifying questions asked by the "pilot." Award one point to the "control tower" team for the "pilot's" failure to follow a direction.

Award one point to the "pilot" team for any answer to the clarifying question that is not clearly expressed by the "control tower." Award one point to the "pilot" team for correctly following a direction and avoiding an "obstacle".

Play the game at least twice so that both teams role-play both the "pilot" and the "control tower."

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: RESPOND CRITICALLY TO ARGUMENT
OUTCOME: 1. Listen for and identify the tone and mood of a talk or a short story. (8)

NOTES FOR THE TEACHER

The purpose of this activity is to encourage students to react to various kinds of spoken language. The activity should follow the study of the author's purpose. Remember to help students understand that tone is the author's attitude toward the subject and that mood is the feeling created by the story.

ACTIVITY

Ask students to express how they feel when they listen to a funny joke, a song about the death of a child, or a mystery story about alien beings. Explain that mood is the feeling a reader or listener gets from reading or hearing a piece of writing. Explain that a writer's purpose for writing will influence the mood of his or her piece of writing just as a speaker's purpose will influence the mood of his or her talk.

Ask students to identify the probable mood of the following:

	MOODS AND TONES				
SPOKEN LANGUAGE	HAPPY	SAD	CONCERNED WORRIED	FRIGHTENED	ANGRY
1. News broadcast about hostages					
2. Monologue by a comedian					
3. Report about AIDS					
4. Report about drugs					
5. Sports report					
6. Favorite song					
7. Comedy show on television					
8. Editorial about crime					
9.					
10.					

ACTIVITY (Continued)

Read short stories to the class, and have students identify the probable moods being conveyed by authors through their work. Have students prepare short talks that convey different moods, and have other students identify the moods.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: RESPOND CRITICALLY TO ARGUMENT
OUTCOME: 2. Listen to an argument defending a position, and tell how relevant details are used to form a conclusion. (8)

NOTES FOR THE TEACHER

This activity is written for the purpose of encouraging students to think critically. Before introducing the activity, an appropriate column in a newspaper should be located that presents a definite position and defends that position. Since news topics change so rapidly, a different, relevant news topic should be presented each time the activity is introduced.

ACTIVITY

Introduce the activity by stating that good listeners develop critical listening skills. Add that when a good listener listens to a speech stating a position on a controversial issue, the listener must listen very critically to the reasons a speaker gives in support of his or her position or conclusion. Remind students that critical listeners listen, but they still form their own decisions based on their feelings about the effectiveness of a speaker's specific reasons for his or her position.

Provide guidelines for evaluating a speaker's arguments.

Examples:

1. Determine the speaker's position by listening for the main thought or idea.
2. Note the key words in the main thought.
3. Think of questions to ask so that details are located.
4. Identify the supporting details.
5. Evaluate the supporting details.
    a. Are they logical?
    b. Are they relevant to the argument?
    c. Are they persuasive?

ACTIVITY (Continued)

6. Evaluate the speaker's conclusion.
    a. Does it relate to the supporting details?
    b. Is it clearly stated?
    c. Is it logical?

Discuss each guideline with the students.

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
READING/LITERATURE

STRAND: LISTENING

AREA: RESPOND CRITICALLY TO ARGUMENT
OUTCOME: 3. Listen to advertising claims for products by several companies, and tell how the use of supporting evidence can influence buyers. (8)

STRAND: READING/LITERATURE

AREA: FACT FROM OPINION/FANTASY
OUTCOME: 2. Identify propaganda devices such as name-calling, slogans, testimonials, and bandwagon.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: FACT FROM OPINION/FANTASY; OUTCOME 2, page 158.

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
WRITING

STRAND: LISTENING

AREA: ORGANIZATIONAL ELEMENTS

OUTCOMES:
1. Listen for and identify chronological or historical organization in a selection or a presentation.
2. Listen for and identify an introductory statement in a selection or a presentation.
3. Listen for and identify a concluding statement in a selection or a presentation.

STRAND: WRITING

AREA: SPECIFIC PURPOSES AND OCCASIONS

OUTCOME: 3. Write an account of real or fictional events. Write the following types of compositions: skit, autobiographical sketch, and narrative of actual experience.

NOTES FOR THE TEACHER

Refer to WRITING: SPECIFIC PURPOSES AND OCCASIONS; Outcome 3, page 183.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: PRESENTATIONS

OUTCOMES:
1. Describe the use of nonverbal communication as a contribution to effective presentations.
3. Describe the impact/effect from having listened to dramatic improvisations, scenes, plays, poems, or narrative excerpts.

NOTES FOR THE TEACHER

An appropriate film of a movie or dramatic play should be ordered for class presentation. If no movie is available, allow students to watch a television presentation. A rating chart should be designed and duplicated for the students to use similar to the one on the next page.

The purpose of this activity is to emphasize the importance of nonverbal communication in the overall effectiveness of a presentation.

ACTIVITY

Arrange for an appropriate movie to be shown to the class. Provide a chart for each student to complete while he or she is watching the presentation. Ask that students pay attention to facial expressions (such as frowns, grins, smiles, raised eyebrows, headshakes, nods), gestures of the hands (such as pointing a finger, grasping both hands tightly, shaking hands, moving hands about, wringing hands), body movements (such as slumping the shoulders, squaring the shoulders, pacing rapidly, jumping up out of a chair), and any other movements that aid the actors and actresses to express their feelings. Ask students to designate the emotion each nonverbal cue expressed. Designate on the chart the place for the student to write the impact or impression the presentation made on him or her.

When the charts have been completed, discuss what the students discovered about nonverbal cues. Ask students to contrast the acting techniques used on radio dramas with those used on television.

ACTIVITY (Continued)

CHART SHOWING NONVERBAL CUES

Name of Movie/Play: ____________________
or
Name of Television Show: ____________________

NONVERBAL BEHAVIORS	Expressed Happiness	Expressed Grief	Expressed Sadness	Expressed Disgust	Expressed Puzzlement
Facial Expressions: 1. Raised eyebrows 2. Huge smile	 X				 X
Hand Gestures:					
Body Movements:					
Others:					

What was the overall impact of this presentation? Did the nonverbal cues affect the effectiveness of the presentation? Explain.

AREA: PRESENTATIONS
OUTCOME: 2. Describe the use of pause, volume, and pitch changes as aids to effective presentations.

NOTES FOR THE TEACHER

The purpose of this activity is to emphasize the effect that stress, pause, volume, and pitch have on the perceptions of meaning by the listeners. Slips of paper containing sentences in which the use of stress, pauses, volume, and pitch are required should be prepared before the introduction of the activity.

ACTIVITY

Introduce the activity by reminding students that sometimes the way words are said by a speaker can change the way in which the listener reacts. Say that a good speaker is careful of the way he or she uses stress, pauses, volume, and pitch. Add that a good listener pays close attention to these cues when listening to a presentation. Distribute one slip of paper prepared in advance to each student. Have each student stand and follow the directions on the paper.

Examples:

1. Read aloud the following sentences. Stress the word shown in capital letters by saying it louder.

   a. I want you to bring me the box NOW!
   b. I want YOU to bring me the box now.
   c. I want you to bring me the BOX now.

(Ask the other students: "Did the stress on a different word make a difference in meaning?")

ACTIVITY (Continued)

2. Read aloud the following sentences. Stress the word in capital letters. Pause where there are dots (...), then continue.

a. Well, you see...I didn't...mean to...FORGET your...birthday.
b. Well,...you see...I didn't MEAN to forget your birthday.
c. Well, you...see...I...didn't mean...to forget...your BIRTHDAY.

(Ask: "Did the pauses change the meaning of the sentences?")

3. Read aloud the following sentences. Read the words in capital letters in a loud voice. Read the underlined words in a high pitch. Read the other words in a soft voice.

a. I SAID that I want THAT BOY to move his bike.
b. I said that I WANT that boy to MOVE his bike.
c. I said that I want THAT boy to move his BIKE.

(Ask: "Did the volume and pitch affect the meaning?")

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
WRITING

STRAND: LISTENING

AREA: ATTENTIVE LISTENING
OUTCOMES:
1. Identify distractions that would prevent attentive listening.
2. Demonstrate the ability to pay attention, although in disagreement with what is being said.
3. Demonstrate the ability to withhold disagreement or questions until the appropriate time to speak.

AREA: LISTENING COMPREHENSION
OUTCOMES:
1. Listen for and identify the main idea in a selection or a presentation.
2. Listen for and identify contrasts between important and unimportant ideas in a selection or a presentation.

STRAND: WRITING

AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES
OUTCOME: 4. Use listening to gather material for a written composition. Use material from the following types of presentations: lectures, media programs, and discussions.

NOTES FOR THE TEACHER

Refer to WRITING: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES; OUTCOME 4, page 206.

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
READING/LITERATURE

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 1. Listen for and identify context clues to determine the meanings of unfamiliar words.

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 2. Use context clues to determine word meanings.

NOTES FOR THE TEACHER

This activity can be used to teach or to review the importance of recognizing context clues as an important aid in understanding meanings of unfamiliar words in spoken language.

Collect or write sentences containing words and phrases that help explain meanings of unfamiliar words.

ACTIVITY

Emphasize to students that it is important to understand the speaker's message when listening to spoken language. Explain that a listener must know the meanings of the words used if the message is to be understood.

Discuss with students the importance of listening carefully and attentively so that the context in which an unfamiliar word is used can help the listener determine the meaning of that word.

ACTIVITY (Continued)

Review some types of context clues used by speakers.

Listening Clue 1: Listen for a definition of an unfamiliar word.

Example: The team befuddled their opponents. To befuddle is to confuse or mix up.

Listening Clue 2: Listen for words such as "that is," "or," "in other words," and "which is."

Example: The explorer stopped at the edge of the chasm, which is a deep crack in the earth's surface.

Listening Clue 3: Listen for words such as "for example," "like," "other," "such as," and "for instance."

Example: The people living across the street were probably transients like the gypsies who come and go each year.

Listening Clue 4: Listen for words such as "in the same way."

Example: The engineer adroitly worked on the computer in the same way he had successfully repaired one earlier.

Read aloud one of the sentences collected or written earlier. Repeat or stress the unfamiliar word contained in the sentence. Ask the students to write what they think the word means and then write the words that gave them a clue as to the word's meaning. Discuss the answers. Repeat the process. Begin with simple examples and progress to more difficult ones.

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
READING/LITERATURE

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 2. Listen to a selection, and identify contextual meanings of multimeaning words.

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 3. Give the meanings of abstract words used in context.

NOTES FOR THE TEACHER

This activity can be used as a review of context clues and multimeaning words.

Posters, wall displays, or bulletin boards should be prepared that present words having many different meanings (guard---a football or basketball position; to watch over; to hold in check; to take precautions; a sentinel or sentry; a military unit, such as color guard). Sentences should be written to illustrate the various meanings.

For Activity 2, sentences should be collected or composed that contain words having multimeanings. Each sentence should contain the multimeaning word at least twice in order to illustrate various meanings of the word.

ACTIVITY 1 - LISTENING: VOCABULARY; OUTCOME 2
READING/LITERATURE: WORD MEANINGS; OUTCOME 3

Review with students the significance of context clues in determining the specific meaning of a word that has several different meanings. Discuss the posters, wall displays, or bulletin boards previously prepared.

ACTIVITY 1 (Continued)

Write on the chalkboard or a transparency the following examples of multimeanings of the word "fast":

a. firm, fixed, or stuck
b. loyal, devoted
c. swift, quick, speedy
d. living in a wild, reckless way
e. lasting a short time
f. thoroughly, soundly
g. glib and deceptive

Direct students to listen carefully to the following sentences. Direct them to write on a sheet of paper the appropriate letter of the specific meaning of "fast" for each sentence.

1. The baby was fast asleep.
2. The two boys are fast friends.
3. That candidate is a fast talker.
4. He goes places with a fast crowd.
5. The student eats a fast breakfast.
6. My cousin has a fast car.
7. The boat was fast on the sandbar.

(Answers: 1f; 2b; 3g; 4d; 5e; 6c; 7a)

Discuss answers with students.

ACTIVITY 2 - LISTENING: VOCABULARY; OUTCOME 2
READING/LITERATURE: WORD MEANINGS; OUTCOME 3

Using the sentences previously collected or composed, state aloud the multimeaning word, then read the sentence containing the word. Ask students to write the meaning of the word each time it occurs in the sentence. Read another sentence and have students respond in the same way. Continue until all sentences have been read aloud. Discuss the students' answers.

ACTIVITY 2 (Continued)

Examples:

1. admit - I admit that I knew this ticket would not admit two people.
2. state - I had to state the name of the state in which I live.
3. foot - My foot was less than a foot from the foot of the mountain.
4. set - I set the television set on the table.
5. steer - The cowboy had to steer the steer in the right direction.
6. rare - The hungry beggar got a rare look at a rare steak.
7. safe - The banker had the safe in a safe place.
8. split - He got a split in his pants when he tried to knock down a split at the bowling alley.
9. principal - The principal reason that the principal went to the bank was to see how much principal was left on the loan.
10. capital - The capital of a state must begin with a capital letter.

ACTIVITY 3 - LISTENING: VOCABULARY; OUTCOME 2
READING/LITERATURE: WORD MEANINGS; OUTCOME 3

Prepare a list of multimeaning words. Divide the class into two teams. Name one of the words and direct one team to use the word correctly in a sentence. Direct the other team to use the same word but with a different meaning in another sentence. Give one point for each correct sentence given. Give the second team the opportunity to make the first sentence on alternate turns.

Examples of multimeaning words:

neutral
annual
freeze
vacuum
school
angle
break
miss
skin
light
bar
current
quarter
cold
blue
seat
degree
reserve
tread
bank

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
READING/LITERATURE

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 3. Listen to a selection, and identify synonyms, antonyms, and homophones.

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 10. Identify synonyms and antonyms.

NOTES FOR THE TEACHER

These activities are designed to encourage students to develop more extensive vocabularies as well as to listen carefully and critically.

For Activity 1, sentences should be written prior to the class session. The sentences should contain homophones (words that sound the same as other words). Students are to identify the correct spelling of the homophone used in each sentence. For Activity 2, game cards should be prepared prior to the class session. This activity uses synonyms and antonyms in a Bingo game format.

ACTIVITY 1 - LISTENING: VOCABULARY; OUTCOME 3

Discuss with students the importance of careful listening in order to understand what is heard. Explain that in the English language certain words are easily confused with others. Define homophones as being words that sound the same, or nearly the same, but are usually spelled differently and have different meanings.

ACTIVITY 1 (Continued)

On the chalkboard write the homophones to be used in this activity. Read aloud sentences similar to the examples given below. Ask students to spell the word identified in each sentence. Discuss the sentences and the correct spellings of the homophones after all sentences have been read.

1.	The dog ran through the gate.	1.	threw, through
2.	Her cousin led us to the yogurt hut.	2.	lead, led
3.	They're expected to win by ten points.	3.	There, They're, Their
4.	The group supports world peace.	4.	peace, piece
5.	Are you going too?	5.	to, two, too
6.	Would you like some dessert?	6.	Would, Wood
7.	The carpenter drove a stake in the ground.	7.	stake, steak
8.	The dog licked his paws.	8.	pause, paws
9.	His mother has lost some weight.	9.	weight, wait
10.	The fire destroyed a bale of cotton.	10.	bail, bale
11.	The falcon is a bird of prey.	11.	prey, pray
12.	The scent of the roses was welcome.	12.	cent, scent
13.	The cat lost its way.	13.	its, it's
14.	The soles of her feet are dirty.	14.	souls, soles
15.	Ashes are filling up the grate.	15.	grate, great

ACTIVITY 2 - LISTENING: VOCABULARY; OUTCOME 3
READING/LITERATURE: WORD MEANINGS; OUTCOME 10

Prepare Bingo game cards for all students, using various combinations of words such as those listed below. Ensure that all cards are different.

Prepare small cards for the game leader to use. Identify whether the word to be looked for is a synonym or an antonym of the word announced.

Distribute game cards to students. Shuffle the small cards. Select one small card and read the phrase aloud. Have each student cover the answer if it is on his or her card. Continue as in the game Bingo.

Small cards to be used by leader	Words to be printed randomly on Bingo game cards
synonym for smile	grin
synonym for summit	crest
synonym for incarceration	imprisonment

ACTIVITY 2 (Continued)

Small cards to be used by leader	Words to be printed randomly on Bingo game cards
synonym for frequently	often
synonym for pier	dock
synonym for error	mistake
synonym for dense	thick
synonym for rock	boulder
synonym for perilous	dangerous
synonym for permission	consent
synonym for seize	capture
synonym for apparition	ghost
synonym for abandoned	deserted
synonym for exhausted	tired
synonym for accomplish	achieve
antonym for smile	frown
antonym for laugh	cry
antonym for heated	chilled
antonym for industrious	lazy
antonym for prohibit	allow
antonym for peril	safety
antonym for proud	humble
antonym for wise	foolish
antonym for shaky	steady
antonym for savage	gentle
antonym for dense	sparse
antonym for remote	near
antonym for rare	ordinary
antonym for ascend	descend
antonym for pacify	irritate
antonym for coarse	smooth
antonym for retreat	advance
antonym for happy	sad
antonym for depressed	elated
antonym for tall	short
antonym for gaunt	obese
antonym for love	hate
antonym for hard	soft
antonym for rich	poor

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
READING/LITERATURE

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 4. Listen to and identify the roots, prefixes, and suffixes of words within a sentence.

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOMES:
4. Use affixes to determine word meanings.
7. Identify the root (base) of a word.
14. Change a base word into another word that has a specified meaning by adding the correct prefix or suffix.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: WORD MEANINGS; OUTCOMES 4, 7, 14, and 15, page 100.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 5. Listen for and give the meanings of new vocabulary terms from subject matter textbooks. (8)

NOTES FOR THE TEACHER

A place should be provided for display of unfamiliar vocabulary terms from science, social studies, mathematics, and health textbooks. Various colors of construction paper should be available for use by students. Magic markers and scissors are needed.

ACTIVITY

Place various colors of construction paper in a box near the place where new words are to be displayed. Assign students to bring to class a new term from at least two other subject areas on a designated day each week. Have each student read aloud the two new words, give a phrase or sentence using each word, and define each word. Ask each student to print the new terms on small pieces of construction paper and display them for a week. Repeat the process on the same day each week.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 6. Listen to words dictated from a vocabulary list, and identify the meanings.

NOTES FOR THE TEACHER

Vocabulary lists that include words being read in class by the students are very useful. Learning the meanings of such words will increase listening and reading comprehension.

This activity requires the use of 3- by 5-inch cards.

ACTIVITY

Assign a story in the literature book to be read. Distribute a 3- by 5-inch card to each student. Ask each student to list five unfamiliar words from the story. Ask each student to write the words, the sentences in which they are used, the page numbers on which they are located, and definitions that fit the context in which they are used. Designate a date on which the cards are due.

Use the cards to make a vocabulary list related to the story. Use the most frequently mentioned words. Add important other words overlooked by students. Prepare and distribute to students a vocabulary list identified by the story title. Include all information given. Discuss the words and their meanings in the context of the story. Ask students to keep the vocabulary list in a notebook.

Prepare a list of the definitions of each word on the vocabulary list. Dictate each vocabulary word, use it in a phrase or sentence, and have students identify the correct definition from the given list.

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
READING/LITERATURE
SPEAKING

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 7. Listen for and identify career-related terms.

STRAND: READING/LITERATURE

AREA: VOCABULARY DEVELOPMENT
OUTCOME: 1. Identify words and phrases that occur in daily life situations (social, economic, occupational, and health areas), and give the literal meanings of the words.

AREA: WORD MEANINGS
OUTCOME: 1. Give the literal meanings of words used in daily life situations.

STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS
OUTCOMES: 9. Use appropriate career-related vocabulary.
10. Use and define the meanings of words occurring in daily life situations.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: VOCABULARY DEVELOPMENT; OUTCOME 1, page 91.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 8. Listen for and identify specific literary components such as alliteration, plot, setting, and characters.

NOTES FOR THE TEACHER

This activity is to be presented after various literary terms have been introduced and defined.

ACTIVITY

Review definitions and examples of various literary terms. Distribute sheets of paper that have been divided into twenty-five blank rectangles. Print about thirteen to fifteen different literary terms on the chalkboard. Direct students to print each term randomly within one of the rectangles. Repeat some terms in the rest of the blank spaces.

Use these "game boards" to play Literary Bingo as in a regular Bingo game.

Read the following statements to the students. Have students mark the literary term that describes each statement.

1. Peter Piper picked a peck of pickled peppers. (alliteration)
2. The storm roared through the night. (personification)
3. I'm so hungry I could eat a horse. (hyperbole)
4. Her head is as big as a barrel.(simile)
5. I bet her purse weighs a ton. (hyperbole)
6. If you win, I'll eat my hat. (hyperbole)
7. His father is a tower of strength. (metaphor)
8. The story tells how a teenager discovers a secret about an old house and gains happiness. (plot)

9 The story took place in 1963 in France. (setting)

10. The story was about Anne and Linda. (characters)

ACTIVITY (Continued)

11. A true story about a real person's life that is written by some other person (biography)
12. A true story about a real person's life that is written by that person (autobiography)
13. A story in which the plot, setting, and characters are created from the writer's imagination (fiction)
14. A piece of writing that is based on facts (nonfiction)

ACTIVITY (Continued)

Example:

GAME BOARD

SIMILE	METAPHOR	PERSONIFICATION	NONFICTION	ALLITERATION
HYPERBOLE	ALLITERATION	SIMILE	PLOT	BIOGRAPHY
SETTING	HYPERBOLE	METAPHOR	CHARACTERS	METAPHOR
METAPHOR	PERSONIFICATION	SIMILE	FICTION	AUTOBIOGRAPHY
PLOT	SETTING	ALLITERATION	NONFICTION	HYPERBOLE

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
WRITING

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 9. Complete a dictated sentence with one of several printed (and also dictated) words.

STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 6. Use nouns and pronouns (both singular and plural) correctly as the subject, direct object, appositive, predicate nominative, indirect object, noun of address, noun of exclamation, and object of preposition.

NOTES FOR THE TEACHER

Refer to WRITING: GRAMMAR AND USAGE; OUTCOME 6, page 258.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: BASIC ELEMENTS OF STANDARD ENGLISH

OUTCOMES:

1. **Listen to a spoken sentence, identify the subject and the main verb, and tell whether they agree or do not agree.**
3. **Listen to spoken sentences, identify the verbs, and tell whether they are in the correct tenses and are used correctly according to context.**

NOTES FOR THE TEACHER

The purpose of this activity is to review subject-verb agreement and the correct use of verb tenses. In addition, the activity is designed to strengthen students' abilities to listen critically.

A list should be compiled before class time of sentences that contain examples of subject-verb agreement and disagreement. Another list is needed of sentences that contain examples of correct and incorrect verb tenses.

ACTIVITY 1 - OUTCOME 1

Review the meaning of subject-verb agreement. Have students give examples of sentences using correct subject-verb agreement.

Ask students to listen carefully to some spoken sentences. Direct students to respond to sentences containing correct subject-verb agreement with a thumbs-up sign and to sentences containing incorrect subject-verb agreement with a thumbs-down sign.

Give the correct answer after each sentence is read and the thumbs-up or thumbs-down signs have been given. Correct all misunderstandings.

Example:

SUBJECT-VERB AGREEMENT

1. The large number of automobiles cause our streets to be congested. (Thumbs down)

ACTIVITY 1 (Continued)

2. The small, happy dog usually runs to meet his master every night. (Thumbs up)
3. Beth and Gary always tries to call home on time. (Thumbs down)
4. Jack and Anne write excellent paragraphs. (Thumbs up)

ACTIVITY 2 - OUTCOME 3

Review the use of verb tenses. Remind students that the present tense of a verb is used to express existence or action that is happening at the present time or on a regular basis. Remind students that the past tense of a verb is used to express existence or action that has been completed at a particular time in the past. Review other needed tenses.

Ask students to listen carefully to some spoken sentences. Ask them to listen for the tenses of verbs to determine whether or not the tense is correct in each sentence. Direct students to use the thumbs-up/thumbs-down signal to show correct or incorrect use of tenses.

Remind students that other words used in a sentence can tell when the action or existence takes place.

Present tense: Listen for words such as now, today, and always, or listen for another verb in the sentence.

Past tense: Listen for words or phrases such as yesterday and last year.

Future tense: Listen for words or phrases such as tomorrow and next year.

Examples:

USE OF CORRECT TENSES

1. Yesterday, my cousin calls me about a trip to Gadsden. (Thumbs down)
2. The governor called a press conference this morning. (Thumbs up)
3. Sarah will travel to California next fall. (Thumbs up)
4. Last year, the entire family travels to Florida. (Thumbs down)

LANGUAGE ARTS
GRADES 7-8
STRANDS: LISTENING
WRITING

STRAND: LISTENING

AREA: BASIC ELEMENTS OF STANDARD ENGLISH
OUTCOME: 2. Listen to dictated statements and tell whether they are complete sentences or sentence fragments.

STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOMES: 11. Recognize that a series of words is a complete sentence, a run-on sentence, or a sentence fragment.
12. Transform sentence fragments and run-on sentences into complete sentences.

NOTES FOR THE TEACHER

Refer to WRITING: GRAMMAR AND USAGE; OUTCOMES 11 and 12, page 266.

LANGUAGE ARTS
GRADES 7-8
STRAND: LISTENING

AREA: BASIC ELEMENTS OF STANDARD ENGLISH
OUTCOME: 4. Listen to sentences, and tell whether or not there is a shift in verb tense, such as from past tense to present tense.

NOTES FOR THE TEACHER

This activity is designed to be used after students have been introduced to the various tenses of verbs.

ACTIVITY

Explain to students that a speaker, as well as a writer, should be careful in his or her choice of words. State that one choice involves the tense of the verbs the speaker or writer uses. Remind students that a verb has three principal parts from which all six of the tenses are formed.

Review the definitions of the tenses.

Emphasize that a good writer or speaker is careful to use the same tense with all verbs in the same sentence and paragraph unless meaning requires a shift from one tense to another.

Write an example on the chalkboard such as the one provided below:

> Julia made some fudge and offered it to Linda.

State that made and offered are the verbs in the sentence. Ask what tense they are, and stress that they are the same tense. 131

130 Ask students to listen as sentences are read to them. Ask them to listen for both verbs, and decide if there has been a shift or change from one tense to another. Explain that the sentence can be corrected by changing one of the verbs to match the tense of the other verb.

ACTIVITY (Continued)

Have students use the thumbs-up sign to show that both verbs are the same tense, and the thumbs-down sign to show that there is a shift in verb tense. Use examples of sentences similar to the following:

1. I opened the front door and calls to my brother. (Thumbs down)
2. Judson sat down on the couch and begins to watch television. (Thumbs down)
3. Jim saw the hurt dog and runs to it. (Thumbs down)
4. Margaret looks out of the window and smiles at the beautiful snow. (Thumbs up)
5. Jennifer sees her best friend and smiled at her. (Thumbs down)

Discuss how the incorrect sentences may be corrected.

STRANDS: LISTENING
WRITING

STRAND: LISTENING

AREA: BASIC ELEMENTS OF STANDARD ENGLISH
OUTCOME: 5. Listen to dictated sentences containing pronouns and their antecedents; identify the pronouns and their antecedents, and tell whether or not they are in agreement.

STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 10. Use a pronoun to agree with its antecedent.

NOTES FOR THE TEACHER

Refer to WRITING: GRAMMAR AND USAGE; OUTCOME 10, page 263.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: DEVELOP CONFIDENCE IN SPEAKING
OUTCOME: 1. Answer questions, volunteer answers, and volunteer additional information in class discussion.

NOTES FOR THE TEACHER

Activity 1 requires the availability of materials from which information can be secured by the students. The materials should be made available in the classroom or in the library media center.

Activity 2 can help students gain confidence and control anxiety while speaking within the classroom.

ACTIVITY 1

With the assistance of the class, prepare topics for class discussion. Designate certain students (no more than five) to secure specific information on a particular topic and to prepare to present this information in a variety of ways (by the use of a poster, a collage, a dialogue, a mobile, or a pantomime).

Have one of the designated students present his/her information to the class. Initiate a discussion about the information presented. Call on specific students to contribute additional information to the discussion.

Proceed in this manner with the designated students and topics selected until all students have participated.

Discuss with the students the importance of volunteering information and of this volunteering becoming a habit.

ACTIVITY 2

Begin by instructing a student in the front of the class or at the end of the first row to ask the student next to him/her a question of interest. Instruct the questioned student to respond and then turn to the next student and tell him/her to ask a question of the student sitting next to him/her. Continue this "chain of the third party" until all students, one after the other, have had an opportunity to ask a question, to answer a question, and to take directions in order to ask a question of another student.

Example:

Teacher:	Mark, ask Jane what music she enjoys.
Mark (First student):	Jane, what music do you enjoy?
Jane (Second student):	I enjoy ________. Mary, ask Betty where she is going this afternoon.
Mary (Third student):	Betty, where are you going this afternoon?
Betty (Fourth student):	I am going to the shopping center to buy a pair of shoes. Joanne, ask Billy if he is ready for the test tomorrow.
Joanne (Fifth student):	Billy, are you ready for the test tomorrow?
Billy (Sixth student):	Yes, I think I've studied enough for it. Bob, ask Fred _______.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: DEVELOP CONFIDENCE IN SPEAKING
OUTCOMES:
1. **Answer questions, volunteer answers, and volunteer additional information in class discussion.** (7,8)
2. **Use questions to clarify topics discussed.** (8)
3. **Participate in small group discussions.** (8)

AREA: ASK AND ANSWER QUESTIONS COHERENTLY AND CONCISELY
OUTCOMES:
1. **Use questions to clarify the topic(s) discussed.** (7,8)
2. **Use questioning techniques that generate additional information on a topic.** (7,8)
3. **Use complete sentences to answer questions.** (7,8)
5. **Answer questions with clarity, coherence, and conciseness for the purpose of eliminating extraneous information.** (7,8)
7. **Use tolerance in responding to others' ideas, even when not in agreement with them.** (7,8)
8. **Demonstrate the ability to withhold judgment and/or opinion until the designated speaker has concluded a presentation.** (7,8)

NOTES FOR THE TEACHER

Through group discussion, students are provided an opportunity to ask and answer questions, practice group etiquette, or solve problems. Index cards on which problems have been written will need to be prepared. Problems may be of a personal nature about school or current events. Sample problems are suggested at the end of the activity. This activity will take approximately thirty minutes--ten minutes for the group discussion and twenty minutes for the speakers.

ACTIVITY

Assign students to small groups. Explain to students that they will have ten minutes to discuss and formulate a solution for a specific problem. Distribute a problem card to each group. Instruct groups to read the problems and to begin discussions. Circulate among groups

ACTIVITY (Continued)

to ensure time on task and relevant discussion. At the end of the time limit, have someone speak for each group to give the consensus of that group. Allow questions from students after all groups have reported. Direct the persons answering questions to use complete sentences and to make all responses clear and concise. As evaluation and closure, ask the groups questions similar to the following: What strategies did your group use to help you reach a consensus? Were there actions or behaviors that caused your group to reach an impasse? What were those actions or behaviors? When evaluating, consider aspects such as the depth of thought, questioning, and cooperation, since problems are open-ended.

Suggested Problems:

- A group of terrorists have taken five Americans hostage. The terrorists say they will not release the hostages unless the United States gives the terrorists $1,000,000.00. The captives are your age. What would you do to solve the problem?
- Television violence is harmful to young adults. What is your position? Give reasons/evidence to support your position.
- After hearing a speech on equal rights for men and women, a noted columnist wrote that women should be required to register for military draft in the United States at age eighteen and be required to serve if the draft is reinstated. What is your position? Give evidence to support your position.

LANGUAGE ARTS
GRADES 7-8
STRANDS: SPEAKING
LISTENING

STRAND: SPEAKING

AREA: DEVELOP CONFIDENCE IN SPEAKING
OUTCOMES: 4. Make oral reports on current events, personal experiences, and/or aspirations.
5. Prepare adequately for and make frequent presentations.

STRAND: LISTENING

AREA: ORGANIZATIONAL ELEMENTS
OUTCOME: 1. Listen for and identify chronological or historical organization in a selection or a presentation.

NOTES FOR THE TEACHER

This activity may be used at the beginning of the school year because it allows students to become familiar with one another's past.

ACTIVITY

Ask each student to make a personal time line or flowchart, using poster board. Encourage students to use photos, maybe a baby tooth, or even a ballet shoe. Hang each poster. Have each student share his/her timeline/flowchart with the class by talking about events, dates, and the significance of objects. Instruct the class to listen for and identify chronological or historical organization in each student's report by answering teacher/speaker generated questions.

AREA: DEVELOP CONFIDENCE IN SPEAKING
OUTCOME: 6. **Describe ways, such as** the use of proper breathing techniques, to control anxiety when making presentations.

NOTES FOR THE TEACHER

Prior to having students practice the following techniques to help control anxiety, inform them that stage fright is natural; but it can be controlled.

ACTIVITY 1

Assign students to small groups of four or five. Ask one person from each group to serve as a recorder for his/her group. Have each group compile a list of techniques its members use to control anxiety before and during a speech. Give groups from seven to ten minutes to complete their lists. Circulate among groups to assist with the wording of techniques. When groups have completed their lists, compile a master list on the chalkboard by selecting students at random to contribute techniques from their groups' lists. If not contributed by students, add techniques such as the following to the master list:

- Breathe deeply several times, filling your lungs with air.
- Slump in a chair, allowing your arms to dangle, your head to rest on you chest, and your mouth to hang open. When everything is completely relaxed, start to tighten muscles one at a time (toe to neck). When all muscles are tightened, reverse the process (neck to toe). Continue the exercise by repeating the process.
- Hang your head down on your chest, and slowly rotate it (360°) with your mouth hanging open and your eyelids drooping. Continue this process several times.

When the master list is complete, have students copy it and place it in their notebooks for future references.

ACTIVITY 1 (Continued)

Choose four or five techniques from the master list. Ask students who contributed these techniques to demonstrate the technique and lead the class in practicing the technique. When the first technique has been practiced, continue with the same procedure until each of the selected techniques has been practiced.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS
OUTCOME: 1. Explain poetry and prose selections in a way that conveys and expands the meaning.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA; OUTCOMES 1,2,3, and 4, page 163.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS
OUTCOMES:
2. Participate in poetry and prose choral readings.
3. Participate in poetry and prose readings that have dialects; for example, Bret Harte's stories and Robert Burns' poetry.

NOTES FOR THE TEACHER

Oral reading is a valuable skill because it improves students' self-concepts if they are given favorable recognition for their reading abilities; furthermore, oral reading may improve relations with peers. Students may acquire feelings of acceptance and recognition for superior performances. Also, students may develop self-assurance and poise in oral reading.

Two suggestions (I and II) for choral reading follow this activity; however, for a wider experience in speaking, poetry and prose readings that have dialects may be selected also (for example, Bret Harte's stories, Robert Burns' Scottish poetry, Mark Twain's stories, and James Weldon Johnson's poetry).

ACTIVITY

Assign students to small groups. Give each student a copy of an assigned choral reading activity sheet. Have students practice the assigned choral reading. Distribute an individual evaluation form similar to the one on the following page. Have students evaluate each other during group practices and submit forms to the teacher.

ACTIVITY (Continued)

Smith, John	Oral Reading			
1. Posture				
2. Voice				
3. Pronunciation				
4. Enunciation				
5. Getting Message Across				
6. Remembering The Audience				
7. Listening				

Have each group read to the class in unison after practicing.

While students are in small groups, ask them to write a poem, short story, or paragraph to be read as a choral activity. Have them assign certain parts of the choral reading to different students or all girls to one section and all boys to the other.

ACTIVITY (Continued)

I
MR. NOBODY
author unknown

READER 1: I know a funny little man,
READER 2: As quiet as a mouse.
ALL: Who does the mischief that is done
in everybody's house!
READER 3: There's no one ever sees his face,
ALL: And yet we all agree
READER 4: That every plate we break was cracked,
ALL: By Mr. Nobody.

BOYS: "Tis he who always tears our books,"
GIRLS: Who leaves the door ajar,
BOYS: He pulls the buttons from our shirts,
GIRLS: And scatters pins afar:
BOYS: That squeaking door will always squeak,
GIRLS: For, prithee, don't you see,
ALL: We leave the oiling to be done
By Mr. Nobody.

READER 1: He puts damp wood upon the fire,
READER 2: That kettles cannot boil;
READER 3: His are the feet that bring in mud,
READER 4: And all the carpets soil.
BOYS: The papers always are mislaid,
GIRLS: Who had them last but he?
ALL: There's no one tosses them about
But Mr. Nobody.

BOYS: The finger marks upon the door
ALL: By none of us are made;
We never leave the blinds unclosed,
GIRLS: To let the curtains fade.
ALL: The ink we never spill
BOYS: the boots that lying round you see
ALL: Are not our boots ----
GIRLS: they all belong
ALL: To Mr. Nobody.

ACTIVITY (Continued)

II

O CAPTAIN! MY CAPTAIN!

Walt Whitman

All	O Captain! my Captain! our fearful trip is done;
S-1, S-2	The ship has weather'd every rack, the prize we sought is won;
S-3, S-4 S-5	The port is near, the bells I hear, the people all exulting,
S-6, S-7	While follow eyes the steady keel, the vessel grim and daring:
Ladies	But O heart! heart! heart!
Men	O the bleeding drops of red,
Ladies	Where on the deck my Captain lies,
Men	Fallen cold and dead!
All	O Captain! my Captain! rise up and hear the bells;
S-1, S-2	Rise up--for you the flag is flung--for you the bugle trills;
S-3, S-4	For you bouquets and ribbon'd wreaths--for you the shores a-crowding;
S-5, S-6	For you they call, the swaying mass, their eager faces turning;
Ladies	Here Captain! dear father!
Men	This arm beneath year head!
Ladies	It is some dream that on the deck
Men	You've fallen cold and dead.
S-1, S-2	My Captain does not answer, his lips are pale and still;
S-3, S-4	My father does not feel my arm, he has no pulse nor will:
S-5, S-6	The ship is anchor'd safe and sound, its voyage closed and done;
All	From fearful trip the victor ship comes in with object won:
Ladies	Exult, O shores, and ring, O bells!
Men	But I, with mournful tread,
Ladies	Walk the deck my Captain lies,
Men	Fallen cold and dead.

S-solo

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS
OUTCOME: 4. Apply basic elements of standard English by:
a. using the correct subject-verb agreement and verb tense in spoken communication.

NOTES FOR THE TEACHER

This activity is designed to give students practice with standard verb usage but can be adapted to other correct grammar usage.

ACTIVITY

Assign students to small groups of five or six, and appoint a leader for each group. Give each leader a copy of the story "The Case of the Watermelon Thieves," and have the leader read the story to his/her group. Inform other group members that there are ten nonstandard forms of verbs (subject-verb agreement or verb tense) used. Have group members listen carefully and write each nonstandard usage they hear. Have group members discuss the nonstandard verbs briefly and make corrections. Select one member from a group to read his/her group's corrected version of the story. Have other groups compare their corrected versions of the story with the reader's version. Finally, read to the students the correct version of the story. Reward students who have corrected all nonstandard verb forms, perhaps bonus points on the next test.

THE CASE OF THE WATERMELON THIEVES

Have you ever attacked the problem of watermelon thieves? When Dad drag in from the field yesterday afternoon, he bring the news that several watermelons have been stolen. Who could have brought this misfortune upon us? We decided that he and I should stand watch after dusk and that Dad should take his double-barreled shotgun to fire into the air if we see anyone. Although we is tired, Dad and I dragged ourselves to our feet after supper and started for the watermelon patch.

ACTIVITY (Continued)

After we had climbed several fences and were making our way through a cornfield, we hear a rustling behind us. We wheel around. Shep was coming. He had sneaked along behind us. We didn't want to shout at him; but when he realize that we weren't going to scold, he burst into excited barking. Father risked all and drowned his barks with "Quiet, Shep." Then Shep dragged himself to us on his stomach. We finally reached the point where we was to hide. Soon, several dark objects sneaked through the fence about twenty-five yards from us. While I shouted, "Run for your lives!" Father drew back on the trigger, and a ground-shaking blast burst from his shotgun. My feeble shouts was drowned by a sudden "Whoosh! Whoosh! Whoosh!" Three frightened hogs burst through the fence, not waiting to find the hole where they come in. On our way home, Father and I burst into fits of laughter as we planned how we would tell Mother that we had attacked the watermelon thieves and had brought them to justice.

Answers (Numbers represent lines. Underlined terms are correct terms.)

1. Drag - dragged
2. Bring - brought
3. None
4. None
5. See - saw, is - were
6. None
7. Hear - heard
8. Wheel - wheeled
9. Realize - realized
10. Was - were
11. None
12. None
13. Was - were
14. None
15. Come - had come
16. None
17. None

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS

OUTCOMES:

4. Apply basic elements of standard English by:
   - a. using the correct verb tense and subject-verb agreement in spoken communication,
   - b. using the correct case forms of pronouns and pronoun-antecedent agreement in spoken communication,
   - c. expressing ideas in complete sentences,
   - d. using modifiers effectively and correctly in spoken communication,
   - e. making talks on selected subjects using standard English syntax (correct order of words in sentences), and
   - f. avoiding the use of double negatives in any spoken communication. (7)

11. Use standard English instead of slang or informal English in formal speaking situations.

NOTES FOR THE TEACHER

This activity should follow a brief discussion of standard and nonstandard English. It might be most effective if used late in the semester/year rather than early, unless used as a diagnostic instrument. Use this activity with oral book reports, original speeches, or other oral presentations.

ACTIVITY

Prepare a checklist similar to the one that follows, and distribute it to each student when book reports, original speeches, or other oral presentations are given.

Subject-Verb Agreement/Verb Tense	Pronouns: Case/Pron. Antec. Agreement	Complete Sentences	Modifiers	Syntax	Double Negatives	Slang

ACTIVITY (Continued)

Have students listen carefully as other students make their presentations and indicate by writing the error in the appropriate column each time the presenters use one of the following standard English elements incorrectly: verbs, pronouns, modifiers, sentences--syntax and completeness, double negatives, and slang usage.

Before students begin to make their presentations, inform them that other class members will keep tally on nonstandard usages. Also, tell students that they will be given an opportunity to make corrections before a grade is assigned.

After each presentation, allow several students to give the presenter feedback. Call on students randomly until most errors have been cited. Before assigning a grade for presenters, allow them to correct mistakes. Continue this process until each student has presented and has been given an opportunity to correct mistakes.

165

166

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS.

OUTCOMES:

5. **Adjust vocabulary to fit the speaking situation by using vocabulary that:**
    a. **describes,**
    b. **explains,**
    c. **persuades,**
    d. **compares,** and/or
    e. **contrasts.**
6. **Incorporate appropriate vocabulary from content area textbooks and/or recreational reading materials.**

NOTES FOR THE TEACHER

Before using this activity, assign students the reading of a chapter/section to read from the textbook of the subject they like most.

ACTIVITY

Ask students to think carefully about the chapter/section that they read from the textbooks of their choice. Explain to students that they are to describe, explain, compare, contrast, or persuade when telling the class orally about the chapter/section. Have students write the method they plan to use when telling about what they have read. Circulate among students, asking questions to ensure effective choices of methods for presentation. When all students' methods and subject area materials have been reviewed, have each student give a brief (one to one and one-half minutes) presentation. Evaluate students on the effective uses of appropriate vocabulary for the chosen methods of presentation.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS

OUTCOMES:
7. Use the dictionary or other reference sources for correct word usage.
8. Use the appropriate choice of words to give the intended meaning.

NOTES FOR THE TEACHER

Secure an adequate number of dictionaries for classroom usage. This activity might be most effective if used in conjunction with the dictionary unit.

ACTIVITY

Distribute dictionaries to each student. Write a list of words similar to the following on the board: road, rode, tag, gross, rise, awhile, scale, and mug. Ask students to write sentences, using each of the words as a different part of speech (for example, noun, verb, adjective). Emphasize that words sometimes have multiple meanings, have the same spelling (homographs), or have the same sound (homophone). When students have completed writing sentences, allow each to use the dictionary to check his/her usage of the word. Instruct students to correct all incorrect usages. After allowing from five to ten minutes for corrections, have some students read as least one of their sentences aloud. Allow other students to comment about incorrect usages. If there are problems with usage, assist students in arriving at correct usages.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS
OUTCOMES: 9. Use appropriate career-related words vocabulary.
10. Use and define the meanings of words occurring in daily life activities.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: VOCABULARY DEVELOPMENT; Outcome 1, page 77.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: SHARE INFORMATION, IDEAS, AND BELIEFS

OUTCOMES:
1. Give original ideas about a topic, and explain how to develop and/or expand them.
2. Choose ideas for a presentation, and organize them in a related manner.
5. Adjust the pace of speaking to fit the type of report given.

NOTES FOR THE TEACHER

Use this activity after some discussion of outlining. Allow at least two class periods for discussion and presentation of ideas.

ACTIVITY

Write topics similar to the following on the board:

Working After School
Participating in Athletics
Attending Pep Rallies
Belonging to School Clubs
Forfeiting Television for Homework
Improving School Menus

Divide the class into groups of no less than four. Appoint a leader and recorder for each group. Have group members choose one of the topics from the board and write an essay to be presented to the class. Inform students that the oral essay should take no more than two minutes to deliver.

Instruct group leaders to initiate the discussion about the topic by stating their ideas, and have the recorder write as other group members contribute ideas and assist in organizing the ideas to form an outline for the group essays. When outlines are completed, have group recorders write essays, using their outlines and other students' contributions. Circulate as groups write to ensure group participation and time on task.

Permit groups to choose a person to present the essay and to assist that person in rehearsing, ensuring appropriate speaking pace. Have groups present their essays, and evaluate each.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: SHARE INFORMATION, IDEAS, AND BELIEFS

OUTCOMES:
3. Use clear enunciation and accepted pronunciation in spoken communication.
4. Project the appropriate voice volume and pitch in spoken communication.

NOTES FOR THE TEACHER

This activity may be used to introduce students to the necessity of attentive listening and clarity of speech.

ACTIVITY

Divide the class into small groups. Have one group come to the front of the class. Whisper clearly to the first student a statement such as "The slippery, silent snake slid down the slide." Instruct that student to whisper the same message to the next student, saying the line only once. Tell the last student to write what he/she heard on a sheet of paper and place it on the teacher's desk. When one group finishes, have another group take its turn with a different line. Continue until each group has played the game.

When all groups have completed the game, read aloud the statements written on the sheets of paper. Ask questions such as the following:

Did the statement remain the same?
If it did not, why?
Could you hear what the other person said?
Were you concentrating on what you heard?
Was the speaker's volume too low/high?
Did the speaker pronounce each word clearly?

Emphasize the importance of speaking clearly and listening attentively when others are speaking in order to hear precisely what is said.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: SHARE INFORMATION, IDEAS, AND BELIEFS

OUTCOMES:

3. Use clear enunciation and accepted pronunciation in spoken communication.
4. Project the appropriate voice volume and pitch in spoken communication.
5. Adjust the pace of speaking to fit the type of report given.
6. Make eye contact, and use effective gestures with audience.

NOTES FOR THE TEACHER

Refer to SPEAKING: IMPROVE INTERPERSONAL COMMUNICATION; OUTCOMES 4,6,7,8, and 9, page 77.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: ASK AND ANSWER QUESTIONS COHERENTLY AND CONCISELY

OUTCOMES:

1. Use questions to clarify topic(s) discussed.
2. Use questioning techniques that generate additional information on a topic(s).
3. Use complete sentences to answer questions.
5. Answer questions with clarity, coherence, and conciseness for the purpose of eliminating extraneous information.
7. Use tolerance in responding to others' ideas, even when not in agreement with them.
8. Demonstrate the ability to withhold judgment and/or opinion until the designated speaker has concluded a presentation.

NOTES FOR THE TEACHER

Refer to SPEAKING: DEVELOP CONFIDENCE IN SPEAKING; OUTCOMES 1,2, and 3, page 47.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: ASK AND ANSWER QUESTIONS COHERENTLY AND CONCISELY

OUTCOMES:

4. Explain why questions should be formulated mentally or in writing before they are asked during a discussion.
6. Answer the portions of questions that one can answer, and indicate the portions that one cannot answer.

NOTES FOR THE TEACHER

This activity may be used with small-group or class discussions after short reports or speeches have been assigned. Only three or four reports/speeches should be assigned at one time in order that reports/speeches may be given and questions may be asked and answered during one class period.

ACTIVITY

Ask students to listen as an assigned speech is delivered. Have each student write at least two questions to be asked later about the speech. Instruct students to use complete sentences when formulating their questions and to word each question clearly. Emphasize how important it is to phrase questions clearly in order to prevent misinterpretation and to ensure understanding. After the speech is given, randomly select students, and have them ask the speaker one of their questions. If the speaker is unable to answer the question asked, permit another student to respond to that question, but ask the speaker another question or permit the student who asked the initial question to ask another question. Allow each speaker to answer five or six questions about his/her speech; then, direct the next speaker to deliver his/her speech. Follow the same procedure of asking and answering questions until each speech has been given.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: IMPROVE INTERPERSONAL COMMUNICATION
OUTCOME: 1. **Demonstrate appropriate ways to make announcements by including all of the necessary information such as the who, what, when, where, why, and how.**

NOTES FOR THE TEACHER

Inform students that announcements must include information such as the who, what, when, where, why, and how to ensure clarity and completeness.

ACTIVITY

List the following terms on the board: who, what, when, where, why, and how. Have students copy the terms, and ask them to listen while an announcement similar to the following is read:

> The Glee Club will sponsor a volleyball game to raise money for robes.

Have students identify the who, what, when, where, why, and how of the announcement by writing the appropriate information beside the term:

Who- Glee Club
What- volleyball game
When- ?
Where- ?
Why- to raise money for robes
How- not applicable.

Ask each question, and select students to give answers verbally to each question. Discuss the announcement with students. Emphasize that unidentified information prohibits clarity and completeness; or have students tell how omitting this information affects one's understanding

ACTIVITY (Continued)

of the announcement. After discussing the announcement, assign students to small groups, and have them write announcements. Select one student from each group to read the announcement for his/her group, and have other students rate the announcement from one to five, using one (1) for most incomplete/unclear and five (5) for most complete/clear. Give awards to the group(s) with the highest ranking(s).

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: IMPROVE INTERPERSONAL COMMUNICATION
OUTCOME: 2. Use standard procedures when introducing a friend or relative.

NOTES FOR THE TEACHER

Students are frequently embarrassed when making introductions. These activities are designed to help students feel at ease when introductions are being made.

ACTIVITY 1

Remind students of the following rules for making introductions: Boys always stand for introductions; girls rise to meet older people; men and boys shake hands with each other; and girls may offer but do not have to shake hands.

Prepare some short introductions with responses similar to the following: Have student practice these in small groups.

1. Dad, this is my friend Joe Strength. Joe, this is my dad.
   (Dad's name is said first because he is older.)
   Response: How do you do? (They shake hands.)

2. Mrs. Smith, I'd like you to meet Mr. Thomas.
   (The woman's name is stated first.)
   Response: How do you do, Mr. Thomas? (Mrs. Smith may or may not offer to shake hands.)

ACTIVITY 1 (Continued)

3. Mike, this is my cousin Kevin West. Kevin this is Mike Mathis.
   or
   Kevin, this is Mike Mathis. Mike, this is my cousin Kevin West.
   (When two people who are approximately the same age are introduced, either name may be said first.)
   Response: I've been hoping to meet you. (They shake hands.)

ACTIVITY 2

Divide the class into groups of three. Have each group dramatize one of the introductions below or a similar introduction of the group's choosing. Permit the groups to practice their introductions first. Instruct the class to judge the introductions. Tell them to evaluate the persons who are being introduced and the persons making the introductions.

1. Your best friend and your favorite singer.
2. Your mother and a male teacher.
3. You and your father's boss as he comes into the house with your father.
4. Your cousin from California and a friend.

AREA: IMPROVE INTERPERSONAL COMMUNICATION
OUTCOME: 3. Use accepted telephone speech patterns.

AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA
OUTCOMES:
5. Plan an assigned role-playing situation that displays the appropriate attitude and language for each role.
6. Interact with others in an unplanned role-playing situation.
7. Prepare and present dramatic group presentations by:
    a. delivering memorized lines,
    b. showing various inflection of lines,
    c. developing stage presence,
    d. using stage directions appropriately,
    e. assisting in simple set preparations, and
    f. presenting the production to an audience.

NOTES FOR THE TEACHER

This activity may be used to teach or review accepted telephone speech patterns. Practice is provided with planned and unplanned role playing.

ACTIVITY

Discuss accepted telephone speech patterns. Divide the class into small groups, and have each group develop a list of rules governing telephone usage. On the board, compile a master list that can serve as a guide; or discuss and formulate a guide for using the telephone. Have students copy the guide and keep it for future references.

Ensure that the following items appear in the guide:

1. Be careful to dial the correct numbers.
2. Speak clearly.
3. Identify yourself to the person you are calling.

ACTIVITY (Continued)

4. Know what you want to say or ask.
5. Be polite and pleasant.
6. State your business clearly.
7. Do not interrogate persons answering the telephone.
8. Call at times that are the least disruptive to the person you are calling.
9. When you answer the telephone and need to leave a message for someone, be accurate.
10. Turn down the stereo or television before using the telephone.
11. If you dial a wrong number, apologize.

Divide the class into small groups. Provide each group with a telephone situation similar to the ones below. Instruct groups to write scripts for their situations to be presented to the class.

On another occasion, choose pairs of students to role play an impromptu telephone conversation. Provide each pair with a different situation.

Examples of telephone situations:

1. Leave a message with your brother that you will not be home for dinner.
2. Call the store of your choice, and ask for details concerning an item you are interested in buying.
3. Call a friend and ask him/her to go on a trip with you.
4. Call a doctor's office to make an appointment.
5. Answer the telephone and take a message for your mother.
6. Answer the telephone and accept a dinner invitation from a friend.
7. Answer the telephone and accept a job (babysitting, lawn mowing, or others).
8. Call the fire department about a nearby house fire.
9. Call someone to congratulate him/her on his/her job promotion.
10. Call a company inquiring about a job opening.

As skits are presented to the class, encourage other class members to listen carefully to ensure that all needed information is given in each situation. Instruct students to be prepared after the skits to refer to any missing information (day not clear, time not given, place to meet not clear, and others). Have those presenting skits omit information deliberately to detect if members of the class recognize the omissions. Discuss these omissions after each skit.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: IMPROVE INTERPERSONAL COMMUNICATION
OUTCOME: 4. Tell ways to initiate and to sustain conversations effectively and properly.

AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVIZATION, AND DRAMA
OUTCOME: 6. Interact with others in an unplanned role-playing situation.

NOTES FOR THE TEACHER

This activity is designed to have students demonstrate their ability to generate and sustain impromptu conversations. The activity might take more than one class period, depending on the size of the class.

ACTIVITY

Write a checklist on the chalkboard similar to the one that follows:

_____ 1. Conversation is interesting.
_____ 2. Participants' words are easy to understand.
_____ 3. Ideas are stated clearly or rephrased and supported with examples when one participant fails to understand the other.
_____ 4. Participants are courteous (take turns and do not interrupt).
_____ 5. Participants do not attack each other personally when disagreeing with each other.
_____ 6. Participants are knowledgeable about many subjects.
_____ 7. Participants are open-minded.
_____ 8. Participants are attentive while conversing with each other.
_____ 9. Participants demonstrate interest and understanding by their feedback.

ACTIVITY (Continued)

Explain to students that they are going to participate in impromptu role playing of effective conversations. Explain that the characteristics listed on the chalkboard are essential for effective conversations. Choose a pair of students, and ask these two students to come to the front of the room. Tell them to initiate and sustain a conversation with each other on a subject of their choice. To generate ideas for subjects, suggest settings such as movies, a party, a home, and the classroom. Ask the audience to evaluate the role players' conversation by writing the numbers from the checklist on the chalkboard on their papers if they feel these characteristics are exemplified. Give feedback, and solicit feedback from the audience after the presentation. Choose two other students, and repeat this process until each student has participated in a short conversation.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: IMPROVE INTERPERSONAL COMMUNICATION

OUTCOMES:
4. Tell ways to initiate and to sustain conversation effectively and properly.
6. Tell ways to prepare for a job interview.
7. Tell appropriate ways to answer interview questions.
8. Give examples of situations in which quick thinking is necessary, such as job interviews.
9. Demonstrate ways to give clear, concise directions or instructions in daily life and/or career-related situations.

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS

OUTCOMES:
9. Use appropriate career-related vocabulary.
10. Use and define the meanings of words occurring in daily life activities.
11. Use standard English instead of slang or informal English in formal speaking situations.

AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA

OUTCOMES:
5. Plan an assigned role-playing situation that displays the appropriate attitude and language for each role.
6. Interact with others in an unplanned role-playing situation.
7. Prepare and present dramatic group presentations by:
    a. delivering memorized lines,
    b. showing various inflection of lines,
    c. developing stage presence,
    d. using stage directions appropriately,
    e. assisting in simple set preparations, and
    f. presenting the production to an audience.

AREA: SHARE INFORMATION, IDEAS, AND BELIEFS

OUTCOMES: 1. Give original ideas about a topic, and explain how to develop and/or expand them.
2. Choose ideas for a presentation, and organize them in a related manner.
6. Make eye contact, and use effective gestures with an audience. (7,8)

NOTES FOR THE TEACHER

In an article from The Atlanta Journal-Constitution, August 2, 1987, columnist, Virginia M. Holt reported that most job candidates need to focus on better verbal communication. The majority of interviewers polled reported a dire need for better-prepared job candidates. Employment managers stressed the need for job candidates to be able to explain themselves without the use of speech mannerisms such as "you know," slang words, and general, sloppy word practices. One request from recruiters was for candidates to practice and be prepared for some in-depth questioning. The answering process is a measure of how well job candidates can think on their feet and not get agitated.

Prior to using this activity it is suggested that application forms be completed in class as a class activity to involve each student in the process of applying for a job.

Activity 3 may be used after Activities 1 and 2 and after interview techniques have been discussed.

ACTIVITY 1 - IMPROVE INTERPERSONAL COMMUNICATION; OUTCOMES 4,6,7,8, and 9
VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS; OUTCOMES 9, 10, and 11
SHARE INFORMATION, IDEAS, AND BELIEFS; OUTCOME 6

Discuss job interviewing with students, including the importance of planning and ways to be successful at interviewing. Give students the following suggestions or similar ones about job interviews, or ask questions to stimulate discussion on the following characteristics of interviewing.

ACTIVITY 1 (Continued)

HOW TO PLAN FOR AN INTERVIEW

Make your necessary plans most effective by asking and answering a series of specific questions. As you go through the questions, note your answers on a separate sheet so that you can review them before the interview.

1. "Exactly where will my interview be held?" (Know the street address, the particular building, floor or wing, and office number.)

2. "Who will be interviewing me?" (You cannot always know this information. If you can, however, and if you know someone who has been interviewed there, you may be able to learn much about what to expect and what will be expected of you.)

3. "What is the date and the exact time of my interview?" (Have the date and/or time of the interview recorded to prevent wondering such things as whether "it is 3:00 p.m. on the 2nd or 2:00 p.m. on the 3rd?")

4. "Exactly how will I get to the interview?" (Will you drive? Will someone take you? Will you take a bus or taxi cab? Whatever your decision, make sure that there will not be any last minute complications.)

5. "What directions do I need to know?" (Know how to get there. If you are late for the interview because you got lost, the interviewer learns one thing immediately: You do not plan well!)

6. "What time do I have to leave for the interview?" (Leave early enough to arrive 20-30 minutes early.)

7. "What time do I need to go to bed in order to get at least eight hours of sleep the night before my interview?" (One of the worst things that can happen to any applicant is to lack alertness in an interview. Only by getting enough sleep can you ensure having the energy and enthusiasm that every effective interview demands.)

ACTIVITY 1 (Continued)

8. "What time do I need to get out of bed in order to bathe, dress, eat a good breakfast, and still leave on time?" (Allow enough time to avoid rushing. Plan what you will wear the day before.)

9. "What should I wear?" (Do not wear clothes and make-up that are distracting. Avoid extreme fashions and fads. Neatness and cleaniness are more important than expense or fashion. Wear what you would be expected to wear on the particular job for which you are applying.)

HOW TO BE SUCCESSFUL AT JOB INTERVIEWING

1. Preparation--Know something about the company to which you are applying for a position. It is important to know the specific position for which you are applying and not just tell the employer that you are looking for a job.

2. Time--Arrive early for your interview. Allow extra time (at least 10 minutes) for unanticipated occurrences, such things as traffic delays. It is better to arrive early than to arrive late.

3. Appearance--Good appearance is important in job interviewing. It is important to be neat and clean. Do not overdress or underdress! Remember, first impressions last for a long time.

4. Eye Contact--Maintain good eye contact. Good eye contact is essential in applying for a position. If you have problems looking someone directly in the eyes, focus on his/her forehead, and it will appear as if you are making good eye contact.

5. Greeting--How you greet a prospective employer is important during the interview. It is important to be pleasant, enthusiastic, and sincere. Give a firm handshake to your potential employer. A limp handshake often gives employers the wrong impression.

6. Attitude--Maintain a positive attitude throughout the job interview. Enthusiasm is a necessity. Remember, you are there to impress the employer and to sell him/her on your capabilities rather than your disabilities. Convince the prospective employer that you are the best applicant for the job and that you will make a good employee.

7. Closing--At the end of your interview, thank the employer for his/her time. Indicate that you look forward to hearing from him/her regarding the position.

ACTIVITY 1 (Continued)

8. Follow-up--Call in a few days, and inquire about the position. Appear interested! It is helpful if you send a thank-you letter to the employer, thanking him/her for the interview and indicating that you are interested in the position that is available.

Permit students to contribute and discuss other characteristics they think are significant for job interviewing.

ACTIVITY 2 - IMPROVE INTERPERSONAL COMMUNICATION; OUTCOMES 4,6,7,8,and 9
PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA; OUTCOME 6
SHARE INFORMATION, IDEAS, AND BELIEFS; OUTCOME 6

Divide the class into groups of five, and select a student to act as the employment manager. Instruct the employment manager to interview the student seated to his/her right. When the interview is completed, have the interviewee act as the employment manager and interview the student to his/her right. Continue this procedure until each student has played both roles: interviewee and employment manager.

Permit students to ask original questions, but give them some model questions from which they may choose. Some suggested questions are as follows:

1. What can you tell me about yourself?
2. Why do you want to work for this company?
3. What experience have you had that has prepared you for this position?
4. Why should I hire you?
5. What grades have you earned thus far or did you earn in school? What courses did you like best? Least? Why?
6. Why did you leave your last job, or why are you thinking of leaving your present job?
7. What are your strengths/weaknesses?
8. What would you expect as a starting salary, or what would you accept as a minimum salary?
9. How long would you expect to stay with this company if you are hired?
10. What do you expect to be doing five years from now?
11. What are your hobbies?
12. Can you take instructions without getting upset?
13. Can you get recommendations from previous employers?
14. Have you had any serious illnesses or injuries?
15. When can you start work?

ACTIVITY 3 - VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS; OUTCOMES 4. a., b., c., d., e., f., 9, and 11
SHARE INFORMATION, IDEAS, AND BELIEFS; OUTCOMES 1 and 2
PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA; OUTCOME 7. a., b., c., e., f.

Assign students to two groups. Have each group select a pair of students and assign one of the following roles to each.

1. A person reading a classified section of the paper to find a job, making application for that job, preparing for the interview, and going for/participating in the interview; and

2. The employer.

Have the other students in each group assist in preparing the role players for the presentation by assisting with lines, giving acting and stage directions, and making necessary set preparations. When groups have completed their preparation, have each group make its presentation. While one group presents, let the other group critique by noting in writing basic interview and speaking infractions; for example, mannerism, tone, and courtesy. Have students in the group doing the critique to discuss their observations with the presenting group following each presentation.

AREA: IMPROVE INTERPERSONAL COMMUNICATION
OUTCOME: 5. **Tell ways to express congratulations for various situations; for example, job promotions, graduation, and marriage.**

NOTES FOR THE TEACHER

This activity is designed to provide practice in expressing congratulations.

ACTIVITY

Write the following or other aspects of communication that indicate sincerity on the chalkboard: tone of voice, emotions, and body language. Discuss these terms, and explain the importance of being able to establish personal relationships. Emphasize that one way of establishing personal relationships is by being able to express sincere congratulations.

Have students suggest situations for which congratulations are expressed. Write these suggestions on the board. Select pairs of students randomly. Have pairs choose and rehearse their situations. Have each pair present their situation.

Provide feedback for each pair, and allow others to comment about the sincerity of the situation.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: IMPROVE INTERPERSONAL COMMUNICATION
OUTCOME: 9. **Demonstrate ways to give clear,** concise directions or instructions in daily life and/or career-related situations.

NOTES FOR THE TEACHER

Arrange for at least two adults other than the teacher--other available teachers, assistant principals, counselors, librarians, or others--to be in class on the day this activity is used.

ACTIVITY

Choose several locations within the school--the gymnasium, the library, the counselor's office or other specific places. Write these locations on the chalkboard. Have students choose one of the locations and explain in writing how to get from the room where they are to their chosen place. Instruct students to use five sentences or less and to write very clear directions. When students have finished their writing, collect two papers that give directions to the same place and give these papers to two of the adults. Ask the adults not to converse with each other, to follow the directions precisely as written, to indicate on the directions each time something is not clear, and to indicate on the papers where the directions lead if they lead anyplace. Ask the adults to return to the classroom after they have reached their designation and/or have completely followed all directions, even if they are not able to reach their designation by using the directions. When the adults return to class, have them discuss with the students who wrote the directions their reasons for successes or failures in reaching their designations. Repeat this process with two other sets of directions until the end of the period, each time discussing reasons for successes and failures and the importance of clear, concise directions.

AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA
OUTCOME: 1. Participate in the acting out of a story that was written to entertain others or to reveal personal ideas and feelings or the understanding of others' ideas and feelings.

AREA: DEVELOP CONFIDENCE IN SPEAKING
OUTCOME: 5. Prepare adequately for and make frequent presentations.

NOTES FOR THE TEACHER

This activity may be used after students have read selections from their literature book.

ACTIVITY

Divide students into groups of four. Permit students from each group to choose a story from their literature book and write a television script which portrays an adventure experienced by characters in that story. Encourage students to add personal ideas and feelings to the adventure but to maintain the main points of the original adventure. Have students choose modern actors to cast in each role. Allow students to choose group members to make the presentation before the class. Evaluate students on their performances. Videotape the presentations, or arrange for students to make the presentations for other classes.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA

OUTCOMES:
2. Tell an original story that reveals personal ideas/feelings.
3. Tell an original story that indicates an understanding of the ideas/feelings of others.

NOTES FOR THE TEACHER

Use this activity after students have studied sympathy, empathy, and personification. Before beginning the activity, list the five senses--taste, touch, smell, sight, and sound on the board.

ACTIVITY

Assign students to groups of six, seven, or eight; and distribute a handout containing situations similar to the ones on the next page to each group. Ask students to choose one of the personified situations from the handout and write an original story indicating their understanding of, empathy with, or sympathy for the personified object. Encourage students to involve as many vivid sensory images as possible in their stories, using the senses listed on the board.

Assign one person in each group to serve as moderator, another to take notes, and the others to brainstorm ideas. Instruct the note taker of each group to read his/her collected notes aloud to the group in order to allow the group to interact to produce an original story. Instruct the moderator of each group to rehearse telling the story to the group before he/she tells the story to the class.

Evaluate the presentations, using good speaking techniques--posture, content, eyes, voice, expression, and pacing.

ACTIVITY (Continued)

PERSONIFIED SITUATIONS

1. You are a spoonful of pancake batter spreading slowly across a griddle. Describe your sensations and viewpoint.
2. You are a dollar bill in the hands of a beggar. Describe your emotions.
3. You are a Venus flytrap that has just captured a mosquito. Describe what you are going to do now.
4. You are a cross-eyed jack-o'-lantern. How does Halloween look to you?
5. You are a record, a new, hit tune. You have just been placed on a turntable and the needle is rapidly approaching. Describe how you feel.
6. You are a Cecropia moth, fully developed, ready to break through your cocoon. Describe your feelings.
7. You are a wave lapping at an abandoned lighthouse. How do you feel?
8. You are a sand castle being gradually diminished by the incoming tide. How do you feel?
9. You are a bull who is sensitive to green, not red. How does this complicate your life?
10. You are a new note on the musical scale and have just been sounded/played. Describe your feelings.
11. You are a mud pie being fashioned by a two-year-old. Describe your sensations.
12. You are the burned-out light on a Christmas tree. Now, what are you going to do?
13. You are the cork in a bottle of champagne that is about ready to "pop."
14. You are a bull whose nose is out of place. Whenever you want to "moo," it comes out as "boo." How do you feel about life?

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA
OUTCOME: 4. Tell an original story that entertains.

NOTES FOR THE TEACHER

This activity permits students to utilize their storytelling abilities collectively. The activity might require more than sixty minutes, depending on the number of groups.

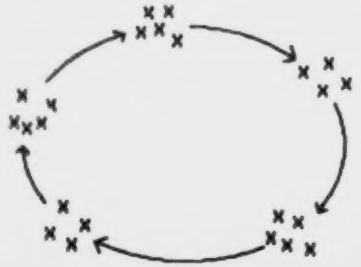
ACTIVITY

Place the names of popular television shows similar to the following on note cards.

The Bill Cosby Show
Kids Court
227
The Hogan Family
Who's the Boss?
Mr. Belvedere
Amen
Perfect Strangers
Kate and Allie
A Different World
Growing Pains
Alf
Roseanne

Place the cards in a box, concealing the titles of shows. Assign students to groups of four or five, and have each group choose a recorder. Arrange the groups in a circular pattern around the room.

Example:



221

222

ACTIVITY (Continued)

Inform the groups that they are going to write scripts for the television shows they draw from the box of titles. Have a student from each group draw a card. Instruct each group to take approximately thirty minutes and write a more humorous version of their chosen show than any they have seen on television. Encourage each member of the group to contribute to the story. Circulate to ensure group participation. After thirty minutes, have each group pass its story to the group on its right. Allow groups five minutes to read the new story and rank it from one to three by writing the number on the story (one--lowest and three--highest). In five minutes, ask students to pass the story to the next group on their right to be read and ranked. Continue with this procedure each five minutes until each story has been read and ranked by each group.

Collect stories and tally rankings. Permit the recorder of the story with the highest ranking to read the story to the class.

LANGUAGE ARTS
GRADES 7-8
STRAND: SPEAKING

AREA: PRESENT MATERIAL THROUGH ROLE PLAYING, IMPROVISATION, AND DRAMA

OUTCOMES:

5. Plan an assigned role-playing situation that displays the appropriate attitude and language for each role.
6. Interact with others in an unplanned role-playing situation.
7. Prepare and present dramatic group presentations by:
    - a. delivering memorized lines,
    - b. showing various inflection of lines,
    - c. developing stage presence,
    - d. using stage directions appropriately,
    - e. assisting in simple set preparations, and
    - f. presenting the production to an audience.

NOTES FOR THE TEACHER

Refer to SPEAKING: IMPROVE INTERPERSONAL COMMUNICATION; OUTCOME 3, page 73.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
SPEAKING
LISTENING

STRAND: READING/LITERATURE

AREA: VOCABULARY DEVELOPMENT
OUTCOME: 1. Identify words and phrases which occur in daily life situations (social, economic, occupational, and health areas), and give the literal meanings of the words.

AREA: WORD MEANINGS
OUTCOME: 1. Give the literal meanings of words used in daily life situations.

STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS
OUTCOMES: 9. Use appropriate career-related vocabulary.
10. Use and define the meanings of words occurring in daily life situations.

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 7. Listen for and identify career-related terms.

NOTES FOR THE TEACHER

These activities focus on the development of career-related vocabulary occurring in daily life situations.

Assistance from the library media specialist and counselor in providing reference materials concerning careers may be helpful.

Provide dictionaries and a thesaurus for students.

ACTIVITY 1

Begin the activity by writing a list of career areas such as the following on the chalkboard:

Examples:

BUSINESS AND OFFICE
COMMUNICATIONS AND MEDIA
ENVIRONMENTAL CONTROL
CONSTRUCTION
MANUFACTURING
FINE ARTS
PUBLIC SERVICES
HEALTH AND SCIENCE
TRANSPORTATION
EDUCATION

Brainstorm with students for 5-10 minutes, and write under each heading two or three workers whose careers match the category. Begin this process by asking students to categorize such workers as a secretary, a telephone lineman, a bus driver, a reporter, and a carpenter.

Divide the class into five small groups. Assign each group a category to research for career-related vocabulary. Ask students to identify workers related to the assigned career area. Distribute 3" x 5" index cards; have students identify as many words as they can locate that a worker would use related to the career, and have students write each word on one side of the card and its meaning on the other. Allow two to three days for the research.

To assist teams in identifying career-related words, prepare a list of starter words. Display the list, or give a copy to each group. Remind students that they are to work in groups and should list only those words relating to their assigned career areas.

Example of Starter Words:

switchboard
drill
install
ignition
cable
customer
client
escalator
appointment
textile
detect
interview
computer
mileage
enamel
suction
fabric
patient
oral
horsepower

ACTIVITY 1 (Continued)

apparatus
passenger
power outage
creativity
schedule
current
transport
epidemic
department
amperage
fare
ozone
merchandise
yardage
operator
saliva
acrylic
illustration

Ask each group to make an oral and visual presentation to the class. The visual presentation may be a poster displaying the words, along with a pictorial representation of the appropriate worker. The oral presentation may reflect the correct pronunciation and use of the words.

ACTIVITY 2

Make a study sheet using the words identified in Activity 1, their meanings, and the appropriate career in which the words are used. Have students use the words orally in sentences during class time. Discuss the words that have many meanings, according to their use in context. A spelling or vocabulary test could be used as a follow-up activity.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: VOCABULARY DEVELOPMENT
OUTCOME: 2. Identify words from Wilson's Essential Vocabulary and the Basic Competency Spelling Lists, and give the literal meanings of the words.

NOTES FOR THE TEACHER

The purpose of this activity is to provide experiences whereby students are made aware of the importance of recognizing and understanding the meanings of the words used in daily living. The activity stresses the importance of spelling the words correctly. The activity can be used throughout the school year.

ACTIVITY

Give each students a list of ten or more words from Wilson's Essential Vocabulary or the Basic Competency Spelling Lists. Direct students to write or print each word on an index card or on a slip of paper, give its meaning, and use the word correctly in a sentence. Appoint some class editors to read the results to ensure correctness. Collect the cards (or papers) in a box to be used at a later date. Check for correctness before the cards are used.

Continue the same process until all words in the lists have been written, defined, and used in correct sentences.

On a specified day, divide the class into groups of four or five. Designate a leader in each group. Give the leader 20 or more cards containing the words, their definitions, and the sentences. Assign each leader the responsibilities of (softly) pronouncing each word, reading its sentence to the other members of the group, and waiting for group members to write the words on paper. Tell each leader to spell the word correctly for the group and to correct any mistake. Ask each leader to review the meaning of each word after all words have been spelled and corrected. Ask groups to exchange words and repeat the process with the new words and a different leader.

Continue the process during other class periods throughout the school year until all words have been studied.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: VOCABULARY DEVELOPMENT
OUTCOME: 3. Identify the literal meanings of words and phrases that are located on various forms, schedules, labels, and applications.

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOME: 6. Complete Various forms and application blanks.

STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOMES: 10. Fill out school-related forms. (7)
11. Recognize the correct information needed to complete printed forms.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES; OUTCOME 6, page 137.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: VOCABULARY DEVELOPMENT
OUTCOMES: 4. Choose the appropriate abbreviation or symbol for a given word or words.
5. Choose the appropriate word or group of words that a given symbol represents.

AREA: WORD MEANINGS
OUTCOME: 5. Give the meanings of common abbreviations and symbols.

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 2. Use periods after initials and abbreviations.

NOTES FOR THE TEACHER

Refer to WRITING: PUNCTUATION; OUTCOME 2, page 283.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
SPEAKING
LISTENING

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 1. Give the literal meanings of words used in daily life situations.

AREA: VOCABULARY DEVELOPMENT
OUTCOME: 1. Identify words and phrases which occur in daily life situations (social, economic, occupational, and health areas), and give the literal meanings of the words.

STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS
OUTCOMES: 9. Use appropriate career-related vocabulary.
10. Use and define the meanings of words occurring in daily life situations.

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 7. Listen for and identify career-related terms.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: VOCABULARY DEVELOPMENT; OUTCOME 1, page 91.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
LISTENING

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 2. Use context clues to determine word meanings.

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 1. Listen for and identify context clues to determine the meanings of unfamiliar words.

NOTES FOR THE TEACHER

Refer to LISTENING: VOCABULARY; OUTCOME 1, page 23.

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 3. Give the meanings of abstract words used in context.

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 2. Listen to a selection, and identify contextual meanings of multimeaning words.

NOTES FOR THE TEACHER

Refer to LISTENING: VOCABULARY; OUTCOME 2, page 25.

243

244

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
LISTENING

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOMES:
4. Use affixes to determine word meanings.
7. Identify the root (base) of a word.
14. Change a base word into another word that has a specified meaning by adding the correct prefix or suffix.

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 4. Listen to and identify the roots, prefixes, and suffixes of words within a sentence.

NOTES FOR THE TEACHER

Activities 1 and 2 provide information helpful in teaching all specified outcomes. The first two activities encourage careful listening as a way of increasing understanding of the spoken word.

Displays of commonly used prefixes and suffixes as well as their meanings should be prepared prior to the class session. Sentences containing prefixes and suffixes should be composed or collected.

Prepare study sheets prior to class time.

ACTIVITY 1 - READING/LITERATURE: WORD MEANINGS; OUTCOMES 4, 14, and 15

Remind students that learning about prefixes and suffixes and recognizing them when they are read or heard can increase their understanding of written or spoken language.

State that a prefix is a word part that is added to a base or root word. Remind students that the prefix constitutes the first syllable of the word. Explain that since the prefix has its own meaning, it changes the meaning of the base or root word.

Provide a study sheet containing examples of commonly used prefixes and their meanings. Discuss prefixes and their meanings.

Examples of commonly used prefixes and their meanings:

Prefix	Prefix Meaning	Prefix + Base Word Meaning
ab-	from, away	abuse = away from proper use
ante-	before	antecede = to go before
bi-	two	bicycle = a vehicle with two wheels
com-, con- col-, co-	together with	compress = press together congregate = gather with collaborate = to work together cooperate = to operate with
dis-	not, away	dislike = not like dishonest = not honest
ex-	out of	exhale = breathe out
il-, im, in-, ir-	not	illegal = not legal imperfect = not perfect incorrect = not correct irregular = not regular
mis-	wrong	misspell = spell wrong

ACTIVITY 1 (Continued)

post-	after	postdate = date after the real date
pre-	before	predetermine = determine before
pro-	forward	promote = push forward
re-	again, back	rewrite = write again recall = call back
sub-	under, beneath, below	submarine = vessel that goes beneath the surface of the water
trans-	across	transport = carry across
un-	not	untrue = not true

Have students divide a sheet of paper into four columns. Direct students to label the first column "Word," the second column "Prefix," the third column "Base (or Root) Word," and the fourth column "Meaning of the Word."

Read prepared sentences aloud. Direct students to identify the word containing a prefix in each sentence. Ask them to write the word containing a prefix in the first column, the prefix in the next, base word in the third, and the probable meaning of the word in the last column. Allow sufficient time for the completion of each column after each sentence is read. Discuss all answers.

Examples to be read aloud:

1. The examples given were illogical.
   (Word: illogical Prefix = il Base Word: logic Meaning: not reasonable)
2. My father received a refund.
3. Their behavior was improper.
4. Those people were dissatisfied.
5. His action seemed to be premeditated.
6. The behavior of that man is abnormal.
7. The misconduct of the fans was terrible.
8. The trucks transport the goods to the west.
9. Exhale on the count of five.
10. The movie was written about the south in antebellum days.

ACTIVITY 2 - READING/LITERATURE: WORD MEANINGS; 4, 14, and 15
LISTENING: VOCABULARY; OUTCOME 4

Remind students that a suffix is a word part that is added to the end of a base or root word. State that since the suffix has a meaning of its own, it changes the meaning of the root or base word when it is added.

Examples of commonly used suffixes and their meaning:

Suffix	Meaning of Suffix	Base Word + Suffix Meaning
-able	capable of being	washable = capable of being washed
-ible	having the qualities of	sensible = having the quality of good sense
-er, -or	one who	reader = one who reads governor = one who governs
-ful	full of, characterized by, able to	joyful = full of joy peaceful = characterized by peace helpful = able to help
-fy	make	amplify = make more ample
-less	without	hopeless = without hope
-ly	like, in the manner of	sisterly = like a sister happily = in a happy manner
-ment	the state of, the act of	movement = the act or state of moving
-ness	the state of,	sadness = the state of being sad
-tion	the state of, the act of	correction = the act of correcting

ACTIVITY 2 (Continued)

Have students divide a sheet of paper into four columns as in Activity 1. Direct them to label the first column "Word," the second column "Suffix," the third column "Base (or Root) Word," and the fourth column "Meaning of the Word."

Read prepared sentences aloud. Direct students to identify the word containing a suffix in each sentence. Ask them to write the word containing a suffix in the first column, the suffix in the next column, the base word in the third, and the probable meaning of the word in the last column. Allow sufficient time for the completion of each column after each sentence is read. Discuss all answers.

Examples of sentences to be read aloud:

1. That well water is not drinkable.
2. She is an outstanding dancer.
3. Her cheerful manner was welcomed.
4. Planting flowers will beautify the lawn.
5. The penniless tramp roamed the back roads.
6. The state government will solve those problems.
7. The girl showed her happiness.

ACTIVITY 3 - READING/LITERATURE: WORD MEANINGS; OUTCOME 4

Provide a list of words which contain prefixes and/or suffixes. Have students underline the prefix and/or suffix in each word and then write the definition of the word. Remind students that the word meaning is affected by a prefix or suffix.

Examples:

unzipped
substandard
misprint
degrade
immobile
inhuman
precondition
unclean
uncommon

homeless
unionize
advertisement
dimness
manhood
argument
bravery
beautiful
kindness

ACTIVITY 4 - READING/LITERATURE: WORD MEANINGS; OUTCOME 14

Prepare a transparency or study sheet such as the following:

Example:

Select the correct meaning of each of the words listed.

1. nonexistent
   (a) not exiting
   (b) does not exist

2. edible
   (a) can be eaten
   (b) can be edited

ACTIVITY 5 - READING/LITERATURE: WORD MEANINGS; OUTCOME 15

Provide the following or similar information on a worksheet, or write it on the chalkboard.

Base Word	Meaning of New Word	New Word
possible	not possible	impossible
save	one who saves	saver
correct	not correct	
war	before the war	
agree	can agree	
paint	paint again	
fright	full of fright	
read	one who reads	
govern	one who governs	

NOTE: Words listed on the study sheets can be used for this activity.

255

256

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 5. Give the meanings of common abbreviations and symbols.

AREA: VOCABULARY DEVELOPMENT
OUTCOMES: 4. Choose the appropriate abbreviation or symbol for a given word or words.
5. Choose the appropriate word or group of words that a given symbol represents.

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 2. Use periods after initials and abbreviations.

NOTES FOR THE TEACHER

Refer to WRITING: PUNCTUATION; OUTCOME 2, page 283.

AREA: WORD MEANINGS
OUTCOME: 6. Identify compound words.

NOTE FOR THE TEACHER

Prepare a bulletin board or wall display giving a definition of compound words and providing some examples.

Have available enough newspapers and magazines so that each student has one page of a newspaper and/or one page of a magazine. Provide scissors, glue or scotch tape, and construction paper.

ACTIVITY

Divide the class into pairs. Provide each student with one page of a newspaper and/or a magazine and a pair of scissors. Direct each pair to locate compound words on the pages provided to them, to cut out the words, and then to tape or glue words to a piece of construction paper. Have students work independently at first; then permit them to assist each other.

Explain the rules of the contest, which might include the following:

a. A compound word may be used only once in each collection.
b. The time limit for collecting the words is ________ minutes (15-20).
c. An additional page may be used to search for compound words if time permits. (Some pages might not contain many.)
d. The pair having the most compound words wins the contest.
e. The winners of the contest will receive __________ (extra points, privileges, or other tangible awards).

Have some of the pairs of students read their lists of compounds to the class. Mount all lists on construction paper, and display them.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 8. Identify contractions.

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 4. Use apostrophes correctly in contractions, possessive nouns (singular and plural), and in plurals of letters and numbers.

NOTES FOR THE TEACHER

Refer to WRITING: PUNCTUATION; OUTCOME 4, page 288.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 9. Identify hyphenated words.

AREA: REFERENCE SKILLS
OUTCOME: 5. Identify syllable divisions in words.

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 7. Use hyphens correctly in word division, compound words, and the written forms of numbers.

NOTES FOR THE TEACHER

Refer to WRITING: PUNCTUATION; OUTCOME 7, page 292.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
LISTENING

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 10. Identify synonyms and antonyms.

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 3. Listen to a selection, and identify synonyms, antonyms, and homophones.

NOTES FOR THE TEACHER

Refer to LISTENING: VOCABULARY; OUTCOME 3, page 28.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
WRITING

STRAND: READING AND LITERATURE

AREA: WORD MEANINGS
OUTCOME: 11. Identify homophones (bear, bare) and homographs (read, read).

STRAND: WRITING

AREA: SPELLING
OUTCOME: 3. Choose from among options the phrase containing a misspelled homophone.

NOTES FOR THE TEACHER

Before these activities are presented to students, meanings of the terms homophone and homograph should be reviewed. Suggested definitions are as follows:

Homophone (homonym): a word having the same pronunciation (and sometimes the same spelling) as another word, but differing in meaning.

Examples: idol, idle, idyll; blew, blue; aisle, isle; to, too, two

Homograph: a word having the same spelling as another word but differing in pronunciation and meaning.

Examples: conduct (con-duct′; con′-duct)

For Activity 1, a worksheet containing misspelled homophones needs to be prepared and duplicated for students.

For Activity 2, strips of paper containing homophones and homographs need to be prepared before class time.

ACTIVITY 1

Distribute prepared worksheets containing misspelled homophones. Ask students to underline the incorrect homophones in each sentence.

After a designated time, have students identify orally the incorrect homophones in each sentence and give the correct spelling needed.

Suggested sentences:

1. The bride walked down the isle to the alter. (aisle; altar)
2. Snow White eight the read apple and fell asleep. (ate; red)
3. The big, bad wolf blue down the houses of too pigs. (blew; two)
4. Sum people like two walk in the woulds and pick flours. (Some; to; woods; flowers)
5. The skinny girls need too put sum meet own there bones. (to; some; meat; on; their)
6. The Prints kissed Sleeping Beauty and asked if she wood bee his wife. (Prince; would; be)
7. Whose the idol boy with the fore candy bars? (Who's; idle; four)
8. The emperor in the fairy tale was so vane that he woodn't admit he could knot sea his knew clothes. (vain; wouldn't; not; see; new)

ACTIVITY 2

Place in an envelope strips of paper containing homographs and homophones. Divide the class into three teams. Have a member of the first team select a strip of paper, go to the chalkboard, and write sentences using the words written on the slip of paper. If the words are used correctly, award the team a point. If not, have a member of the second team write a correct sentence and earn a point. Permit each team member to draw a slip of paper and attempt to earn points until all words have been used.

ACTIVITY 2 (Continued)

Suggested words:

Homophones

1. break, brake
2. desert, dessert
3. its, it's
4. plane, plain
5. already, all ready
6. rain, rein, reign
7. idol, idle, idyll
8. write, right
9. hear, here
10. their, they're, there
11. dying, dyeing
12. fore, four, for
13. council, counsel
14. complement, compliment
15. ascent, assent
16. altar, alter
17. blue, blue
18. meet, meat
19. aisle, isle
20. bear, bare
21. pear, pare, pair
22. creek, creak
23. foul, fowl
24. sow, sew
25. carrot, caret
26. great, grate
27. aloud, allowed
28. suite, sweet
29. dough, doe
30. pier, peer

Homographs

1. tear, tear
2. minute, minute
3. lead, lead
4. wind, wind
5. read, read
6. perfect, perfect
7. present, present
8. bow, bow
9. record, record
10. conduct, conduct
11. invalid, invalid

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: WORD MEANING

OUTCOMES: 12. Select the best meaning or synonym for an underlined word used in a given sentence.
13. Select the best meaning or synonym for an underlined word used in a paragraph.

NOTES FOR THE TEACHER

The activities may be presented during the study of word meanings in various contexts. An emphasis is placed on the importance of using vivid, colorful words.

Study sheets are needed for both activities.

ACTIVITY 1

Discuss how the use of the same word over and over makes writing uninteresting. Remind students that a thesaurus and a dictionary will give synonyms for a tired, overused word. The use of more colorful, exact words instead of tired words will result in more meaningful writing. Remind students that a word's true meaning is determined by the context in which the word is used.

Provide students with some sentences similar to the examples on the next page. Ask students to rewrite each sentence and replace the word hot with one of the synonyms given below. After students have completed the activity, have individual students read each sentence and give the synonym for the tired word hot.

Example:

Synonyms for hot:
a. lucky
b. strong
c. recent
d. fiery
e. excellent
f. violent
g. unbelievable
h. popular

ACTIVITY 1 (Continued)

1. Dad ended our discussion with some hot words.
2. The hot battle lasted twelve terrible hours.
3. In Las Vegas, Joe struck a hot streak in gambling.
4. The hunting dogs picked up a hot scent.
5. The star's program opened with her latest hot recording.
6. Leigh called to tell Ellen some hot news.
7. Mike is really hot in science this semester.
8. That story you gave is really a hot one!

KEY: 1. d; 2. f; 3. a; 4. b; 5. h; 6. c; 7. e; 8. g

ACTIVITY 2

Provide students with a paragraph similar to the example below. Have students select an appropriate synonym for the word cold in each sentence and rewrite the paragraph.

Example:

Synonyms for cold: unfriendly, depressing, unfeeling, frigid, benumbing, unconscious

One cold night I decided to ask my friend John to go to a boxing match to see my favorite boxer. The air was so cold that John gave the idea a cold reception. He accused me of having a cold personality; however, the cold truth was that I could not think of anything else to do. Finally, he agreed to go with me. We hurried to the arena. We had finally found our seats when the bout started. Thirty seconds later, my favorite fighter was knocked cold!

KEY: frigid, benumbing, unfriendly, unfeeling, depressing, unconscious

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: REFERENCE SKILLS
OUTCOMES: 1. Use dictionary guide words to locate specific words.
2. Identify an item or word that would be included between two given guide words.

NOTES FOR THE TEACHER

This activity can be used to review the use of guide words as well as alphabetical organization.

Prepare and duplicate a worksheet similar to the one provided by writing the guide words from several randomly selected pages of a dictionary. Along with each pair of guide words, write one or two words that are located on that page and one or two words that are located on the preceding or following page.

ACTIVITY

Discuss the importance of being able to alphabetize words correctly, the value of guide words, and the importance of using guide words correctly.

Distribute the previously prepared worksheet. Allow time for students to complete it in class, or assign it for homework.

Check all work in class. Discuss reasons for wrong selections.

ACTIVITY (Continued)

Example:

USING GUIDE WORDS

Directions: Look at the guide words on the left side of the page. Select the word(s) given on the right side of the page that can be found on the dictionary page with the guide words. Underline the word(s).

Example:	[cedar	cell]	celebrate	cease	cement
1.	[federal	felt]	fell	female	fee
2.	[kill	kite]	keep	kiss	kitchen
3.	[reservation	resound]	resale	resent	resort
4.	[wild	wind]	will	win	window
5.	[qualify	question]	quick	quiz	quartz
6.	[smooth	snow]	snuff	snail	sock
7.	[ace	act]	acid	across	acre
8.	[drumbeat	dugout]	due	drive	detect
9.	[zinc	zymase]	zebra	zodiac	zany
10.	[navy	nebula]	neat	Navaho	navigate

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: REFERENCE SKILLS

OUTCOMES: 3. Use diacritical marks for pronunciation.

6. Use secondary accent marks in a dictionary to determine proper pronunciation of a word of more than two syllables.

NOTES FOR THE TEACHER

The purpose of these activities is to give students practice in using diacritical marks in pronouncing unknown or unfamiliar words. Materials needed are several dictionaries containing pronunciation keys that are fairly easy to interpret. In addition, copies of phonetically spelled words should be made before Activity 1 is presented. Activity 2 is a follow-up activity.

ACTIVITY 1

Have students locate a specific word in a dictionary. While looking at the word, emphasize the phonetic respelling of the word. Remind students that a diacritical mark is a mark, a point, or a sign added or attached to a letter to give it a particular phonetic value or to indicate stress in pronunciation. Write one syllable of the word at a time on the chalkboard; then demonstrate how each sound shown in the phonetic respelling can be determined by looking for the sound in the pronunciation key. Direct students' attention to the key at the bottom of the page on which the word is located and the complete key at the front of the dictionary.

Ask students to use phonetic respellings and sounds as shown in a pronunciation key to determine the words in a sentence puzzle. Distribute copies of the puzzle to the students. Direct students to work independently. Suggest they pronounce the sounds in each syllable very quietly to themselves and combine the syllables to make a word. When all have finished, have volunteers pronounce each word by following the phonetic respellings.

Write the phonetic respellings, and show the diacritical marks given in the dictionary. (See the key provided.)

ACTIVITY 1 (Continued)

Example:

The use of (-) indicates separate syllables within a word.
The use of '' indicates primary stress on that syllable.
The use of ' indicates secondary stress on that syllable.

1st word: sh as in shoe + e as in bee = _______________ (word)
2nd word: m as in my + a as in way + d as in do = _______________ (word)
3rd word: a as in calm = __________ (word)
4th word: (ch as in chief + o as in ox)' + (k as in kept + _ as in gallop) + (l as in all + i as in if + t as in bit) = _______________ (word)
5th word: (i as in bite + s as in miss)'' + (b as in back + o as in ox + k as in make + s as in see)' = _______________ (word)
6th word: p as in pot + i as in pirate = _______________ (word)
7th word: f as in fit + o as in ought + r as in near = _______________ (word)
8th word: (d as in do + i as in if) + (z as in lazy + u(r) as in urge + t as in ten)' = _______________ (word)

Key for the teacher:

Words = She made a chocolate icebox pie for dessert.

Phonetic respelling showing diacritical marks = shē mād a chô' kə lit īs'' bŏks' pī fôr di zûrt'.

ACTIVITY 2

For homework, have each student write a sentence and devise a puzzle similar to the one in Activity 1. Suggest that students write their sentences on paper. Next, suggest that students locate each word in a dictionary and copy the phonetic respelling and diacritical marks underneath each word. Finally, ask students to arrange the puzzle as shown in Activity 1.

ACTIVITY 2 (Continued)

Encourage students to include words of more than two syllables so that primary and secondary stress marks can be used.

When the puzzles have been written, have students exchange and solve puzzles. Determine any problems and help students with them.

Display some of the puzzles.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: REFERENCE SKILLS
OUTCOME: 4. Identify the appropriate meaning in context of a multimeaning word.

NOTES FOR THE TEACHER

This activity is designed to introduce or review steps to be followed in clarifying the meaning of a word used in a sentence when that word has many different meanings.

Before class begins, prepare and duplicate for students a list containing several multimeaning words and their definitions and sentences that demonstrate various usages of each word.

ACTIVITY

Remind students that, even though they know how to use a dictionary to look up the meaning of a word, sometimes they might have trouble with knowing what to do when that word has many different definitions listed.

Suggest some steps for students to follow in selecting the appropriate meaning of a word. Discuss the steps with the students.

Example:

FIRST: Read the sentence in which the word is located. Look closely at the words around the word being studied.

REMEMBER that the meaning of a word is determined by its context, the other words in the sentence, or sentences surrounding the unfamiliar word.

ACTIVITY (Continued)

NEXT: Notice how the word is used in the sentence.

REMEMBER that some words may be used as different parts of speech. The meaning of a word might depend on whether the word is used as a noun or as a verb.

NEXT: Find the word in an up-to-date dictionary.

REMEMBER to look for meanings listed under the correct part of speech.

NEXT: Skim (read quickly) all the meanings given.

REMEMBER that most meanings are listed in chronological order from the oldest meaning of the word to the newest or more technical meaning.

LASTLY: Select the meaning that fits the context of the word.

Distribute the lists of words and their various definitions and the related sentences. Assign the activity as classwork or homework.

After the work has been completed, check the answers, and discuss the choices made.

Example:

Multimeaning Words and Definitions

state	(n.)	1.	a condition of a person or thing
		2.	a mental or emotional disposition; mood
		3.	civil government
	(v.)	4.	to declare in speech or writing
mean	(n.)	1.	something midway between two extremes; an average
	(adj.)	2.	low-grade, cheap, inferior
		3.	stingy, miserly
		4.	uncaring, vicious, nasty
	(v.)	5.	to have in mind as one's purpose; to intend

ACTIVITY (Continued)

direct (v.) 1. to tell or show (a person) the way to a place
2. to administer, manage, or supervise
3. to command or order
4. to serve as director for a musical work, play, motion picture, etc.
(adj.) 5. proceeding in a straight line

Directions: Using the list of words and definitions, select the correct definition for each underlined word.

(2) a. He directs the affairs of that large company.
(2) b. His friend lives in that mean apartment building.
(2) c. Her father is worried about her depressed state.
(3) d. The caretaker directed the tourists to leave the building.
(5) e. Did Jackie mean to talk to the cruise director about the trip?
(1) f. Ice is water in its solid state.
(3) g. The official resigned for the good of the state.
(5) h. Interstate 65 provides a direct route from Montgomery to Birmingham.
(1) i. Would you direct me to the stadium?
(4) j. Please state your intentions.
(4) k. Miss North would like to direct the next play.
(2) l. The clothes her aunt bought were of mean quality.
(4) m. Do not be so mean to that new student.
(1) n. His score on the test was above the mean.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: REFERENCE SKILLS
OUTCOME: 5. Identify syllable divisions in words.

AREA: WORD MEANINGS
OUTCOME: 9. Identify hyphenated words.

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 7. Use hyphens correctly in word division, compound words, and the written forms of numbers.

NOTES FOR THE TEACHER

Refer to WRITING: PUNCTUATION; OUTCOME 7, page 292.

AREA: REFERENCE SKILLS
OUTCOMES: 7. Use the card catalog to locate information.
8. Identify the function of a given reference source.
9. Identify specific content to be found in a given reference source.
10. Identify the appropriate resource to use in any given situation. Examples of resource materials include an encyclopedia, an atlas, a thesaurus, a newspaper, the card catalog, and parts of a book.

NOTES FOR THE TEACHER

This activity may be used as a review of reference sources and their locations in the school library. Time should be arranged for students to work in the library. Prepare and duplicate a list of questions that can be answered by using resources such as an encyclopedia, an atlas, a thesaurus, a newspaper, the card catalog, and parts of a book.

ACTIVITY

Review the various reference resources and their locations in the school library. Distribute copies of the list of questions previously prepared. Assign each student a starting point so that students will be working on different questions and will be using various resources during the same period.

Direct students to locate an answer, record the answer, and give the reference source used and the page number(s) on which the answer is found. Provide enough time for completion of the task.

After all questions have been researched, discuss all answers and reference sources. Invite comments such as availability of information in more than one source. Discuss thoroughness of information in various references.

ACTIVITY (Continued)

Examples of questions:

1. In what sport is a chukker used?
2. What is the difference between a river and a canal?
3. A one-humped camel is called a dromedary. What is a two-humped camel called?
4. What was Telstar I?
5. What do these things have in common: scapula, humerus, tarsus, radius, and patella?
6. Which American president had the shortest term in office? How long did he serve? Give the dates of his term.
7. What is a poltergeist?
8. What animal provides the material for a cashmere sweater? Where are these animals found?
9. Choose one of the following authors: a. Judy Blume b. Jack London c. Mark Twain d. Robert Louis Stevenson. What are the titles of all the books written by this author that are available in the school library?

10. How many Japanese planes attacked the various military installations at Pearl Harbor on December 7, 1941?
11. Who won the United States Open Golf Championship in 1971?
12. What eleven southern states formed the Confederacy during the War Between the States?
13. Who wrote Moby Dick?
14. What is the title of a book located in the school library that is about your favorite sport or hobby? Give the title, author's name, date of publication, number of pages, and its call number.
15. What was the name of Paul Bunyan's pet ox?
16. What is the main purpose of a fish's fins?
17. Where did the custom of decorating Christmas trees begin?
18. What rivers can be found in Alabama?
19. According to the Twelfth Amendment of the United States Constitution, what may NOT the President and Vice-President of the United States have in common?
20. What sport made Louis Cyr and Tommy Kono famous?
21. Who won the Nobel Peace Prize in 1970? For what reason?
22. Do Paraguay and Brazil share a common border?
23. What is an emu? Where is it found?
24. What are three synonyms for the word pounce?
25. What are two antonyms for the word routine?

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES

OUTCOMES:
1. **Use alphabetical organization to locate information.**
7. **Read for information located in a variety of materials, such as advertisements, yellow pages, labels, directions, and catalogs.**
9. **Use the telephone directory correctly.**
10. **Use telephone directory guide words.**

NOTES FOR THE TEACHER

Multiple copies of the local telephone directory are needed for this activity. Most telephone companies will donate telephone directories for educational purposes. This activity provides opportunities to use the yellow pages, the regular white pages, zip codes, long distance dialing, and alphabetical organization. Prepare questions related to the specific directory prior to the presentation of the activity.

ACTIVITY

Distribute the telephone directories. Divide the class into four small groups. Tell groups that they are going to compete against each other to answer more questions correctly in a shorter time period. Give copies of the questions to the students, and suggest that the questions be divided among the members of each group.

After the contest has been completed, compare answers. Discuss which part of the directory contains what specific information. Stress the use of alphabetical organization.

Example of Questions:

1. Mrs. Sabrina Black (use a listed name) is listed before ____________________ (the name) and after ____________________ (the name).
2. If you are looking for Ross Smith's name, would it be found before or after Louise Smith's?

ACTIVITY (Continued)

3. On what street does C. R. Robinson (use a listed name) live?
4. Under which guide words in the yellow pages might you find

    a. a door-to-door milkman?
    b. specialists in swimming pool installation?
    c. a health spa?
    d. a Chinese restaurant?
    e. recruiting for U. S. Armed Forces?
    f. a day care facility?
    g. an air conditioning repair company?

5. What should you do if you receive several anonymous telephone calls?

6. What does it mean when you hear a "beep" tone every fifteen seconds?

7. How much would it cost you to make a long-distance call from __________ to __________ from 8:00 a.m. to 5:00 p.m., on Mondays through Fridays? How much would a call cost any night from 11:00 p.m. to 8:00 a.m.?

8. Which will be cheaper: to dial direct or ask the operator to make a long-distance call?

9. How many local areas are within your calling area?

10. If you wanted to call ___________, would it be a toll call?

11. What number would you call to buy a football? Select the closest place.

12. How many doctors' last names begin with the letter K?

13. How many high schools are listed in the directory?

14. How many opthamologists are listed?

15. Look at the advertisements about motels. Which offer non-smoking rooms?

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOME: 2. Use different sections of a book.

NOTES FOR THE TEACHER

The purpose of this activity is to enable students to become familiar with using the various sections of a nonfiction book in finding information. Arrange for students to spend time in the library. Before class begins prepare and duplicate questions to be answered.

ACTIVITY

Discuss with the students the importance of knowing how to locate information in various sources. Distribute copies of questions that require examination of all sections of a nonfiction book. Give students a time limit to complete the activity, and provide time in the library for the activity. (If desired, assign the activity for homework, and permit the students to go to the library and check out a nonfiction book.)

When the assignment has been completed, let students volunteer their answers. Discuss the names of the parts of a book and the kinds of information that can be found in specific sections.

Example:

PARTS OF A NONFICTION BOOK

1. What information is found on the title page of a book? (Give this information from the book being used.)
2. Where is the copyright page?
3. In what year was the book published?
4. On what page does the Preface/Introduction/Foreword/Acknowledgment begin? (Circle which is used in your book.)

ACTIVITY (Continued)

Example (Continued):

5. What information is given in the Preface?
6. How many chapters does the book have?
7. On what pages does Chapter 3 begin and end?
8. What part of the book was used to answer #6 and #7?
9. What is the main section of the book called?
10. Does the book have an appendix?
11. What information does the appendix have?
12. List three terms and their definitions that can be found in the back of the book.
    In what section are they listed?
13. On what page is the bibliography?
    What information is found in this section?
14. Why is the index of a book useful?
    Copy one item from the index.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOME: 3. Use different sections of a newspaper.

NOTES FOR THE TEACHER

Introduce this activity after the various sections of a newspaper have been discussed. The activity will take two to three class periods.

Provide copies of newspapers that contain examples of good journalistic writing for students to cut and use as models.

ACTIVITY

Bring several copies of various newspapers to class. Review the kinds of information found in various sections of a newspaper. Discuss good journalistic writing. Have each student volunteer to write a news story for a particular section of a class newspaper. Direct the students to search through the papers and select well-written stories to serve as models for their writing. Suggest that students' names be used in certain stories and that relevant topics be used in editorials to the editor.

Provide a sign-up sheet for students to record the sections for which they volunteer. Consider allowing more students to volunteer for certain sections than for others. Adapt the names of sections of the newspaper if desired.

ACTIVITY (Continued)

Example:

SECTIONS OF A NEWSPAPER--SIGN-UP SHEET

FRONT PAGE NEWS ITEMS	EDITORIAL PAGE	LETTERS TO EDITOR	SPORTS	ENTERTAINMENT	OBITUARIES	FEATURES	FOOD/ FASHION	CLASSIFIED ADS
1.	1.	1.	1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.		3.	3.	3.
4.	4.	4.	4.			4.		4.
5.								
6.								
7.								

Appoint an "editor" for each section. Assign each editor the responsibility of advising the reporters writing for that section. Remind all reporters to edit and proofread their news stories. Suggest that pictures or illustrations be used.

Use the items to form a class newspaper.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOMES: 4. Use maps, graphs, charts, and tables.
8. Read and follow written directions and instructions.

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 7. Follow written directions and instructions.

NOTES FOR THE TEACHER

This activity may be used as a review of using maps, writing directions, and following directions. Preparation necessary for the activity includes the following:

1. Obtain several road maps and 15-20 manila folders.
2. Cut the road maps into sizes that fit into the folders.
3. Staple a piece of map into each folder.
4. Across the top, write the letters A-E, using a black marker and spacing evenly.
5. Down the left side, write the numbers 1-5, using a marker and spacing evenly.
6. Using one index card per folder, list four pairs of cities located on the map, and indicate by letters and numbers their locations. Example: Montgomery (B-4) to Gadsden (C-1)
7. Put an identifying mark on the outside of each folder and the same mark on the index card.

ACTIVITY

Divide the class into pairs. Distribute one folder with its index card to each pair of students.

Direct each pair of students to write specific directions on paper for going from the first city to the second city by using highway numbers and compass directions. (Students should NOT write the name of the second city-the destination.) Have students use this process for all four pairs of cities.

ACTIVITY (Continued)

Example of directions:

> Leave Montgomery and go north on I-65. Before arriving at Birmingham, go northeast on I-459. Turn on I-59 to the northeast. (You will go near Ashville.) The next major city is your destination.

When all pairs have finished writing the directions, have pairs of students exchange folders and directions but keep the index cards. Now, direct pairs to follow the directions in the folders and determine their destinations. When destinations have been decided upon, have students check their answers by using the original index cards. Determine results.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOME: 5. Read signs commonly found in the community.

NOTES FOR THE TEACHER

The purpose of this activity is to stimulate interest in signs that communicate important messages. Assign the activity for homework. It will take two to three days to complete.

ACTIVITY

Divide the class into four groups, and announce the beginning of a contest. Explain how important it is that citizens of a community and a state understand the meanings of symbols or signs around them. State that many signs on highways, on city streets, or inside and outside of buildings are placed where they are for our safety and for general information.

State that the contest will be a Find the Sign Search. Ask each team to search for symbols or signs that give a message without words or with few words. Declare that the winner of the contest will be the team that brings drawings to class to illustrate the most signs. Ask students to draw the signs or symbols on a plain sheet of paper, part of a poster board, or construction paper, and indicate the meaning of the sign or symbol on an attached card. Designate when the contest will be over.

Allow teams to hold an organizational meeting. Suggest that they consider dividing the search into areas, with each team member being responsible for certain areas.

ACTIVITY (Continued)

When the contest is over, display the signs and symbols in the room. Allow students to discuss their meanings.

Example:

POSSIBLE SIGNS IN A COMMUNITY

a. Traffic signals to tell when to walk and when not to walk (for example, using the drawings of a hand or of a person)
b. Signs indicating emergency exits
c. Signs indicating location of stairs within a building
d. Signs indicating no left turn or no turn
e. Signs indicating one-way traffic
f. Signs on a highway indicating the possibility of cattle or deer crossing in front of a car
g. Signs indicating a steep grade in the highway
h. Signs indicating that contents of a container are poisonous
i. Signs indicating a railway crossing
j. Signs indicating the possibility of children crossing the street or being near
k. Signs indicating a bus stop
l. Signs indicating the location of a school
m. Signs indicating the location of a picnic table
n. Signs indicating no smoking
o. Signs indicating an exit where gasoline is available, food is available, and a public telephone is available

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOME: 6. Complete various forms and application blanks.

AREA: VOCABULARY DEVELOPMENT
OUTCOME: 3. Identify the literal meanings of words and phrases that are located on various forms, schedules, labels, and applications.

STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOMES: 10. Fill out school-related forms. (7)
11. Recognize the correct information needed to complete forms.

NOTES FOR THE TEACHER

In order to complete these activities, common forms are needed and may be obtained from appropriate sources. Discuss the following types of forms:

1. Applications for temporary instruction permit, learner's permit, and driver's license (may be obtained from the Alabama Department of Public Safety)
2. Change of address order, change of address request, and Selective Service registration form (may be obtained from a U.S. Post Office)
3. Employee's withholding exemption for state and federal taxes (may be obtained from any employer)
4. Application for a social security card or replacement card (may be obtained from the Social Security Administration)
5. Applications for employment (may be obtained from a prospective employer).
6. Check stub and deposit slip (may be obtained from a bank or personal checkbook with altered account number)

NOTES FOR THE TEACHER (Continued)

Choose forms to discuss with students. Prior to class times, selected forms may be photocopied for class work, or transparencies may be made for use on an overhead projector. The forms could be presented and discussed one at a time over several class sessions. It is not essential to spend an entire class period on each activity.

ACTIVITY 1

Discuss with students where various forms may be obtained. Provide copies of the form(s) to be discussed during the lesson. Discuss any words or phrases with which students are unfamiliar. Discuss directions given.

Allow students to complete sections of the form or the entire form. (An alternative is to provide information about a person and to have students use this information to complete the form.)

Project a transparency of the form, and discuss correct information to be used on the form.

Example:

> Your name is Greg White. You live at 145 Peachtree Lane, Montgomery, Alabama 36101. You are moving to Rural Route 7, Albertville, Alabama 35951. How will you complete a Change of Address form?

ACTIVITY 2

Distribute copies of a check, a check stub, and a deposit ticket to each student. Discuss meanings of terms used in the forms. Write on the chalkboard questions for students to use as they complete the forms.

Example:

1. Assume that your name is Leigh Ellen Rains. You have just received your weekly pay check for $45.70. Your father gave you $25 00 for your birthday. You want to deposit your pay check and your gift money in your bank account. Complete your deposit slip.

ACTIVITY 2 (Continued)

2. Before you made the deposit, the balance in your account was $213.45. Record your balance and the deposit in your check register. Record the correct total.

3. You have received a bill from Tom's Bicycle Shop. You need to pay the amount of $27.16. Write the check.

4. Record the information given in #3 in your check register. What is your balance?

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LITERAL AND INFERENTIAL COMPREHENSION

OUTCOMES: 1. Skim for information by previewing and/or overviewing printed material.
2. Scan for information by looking for key words in a passage.

NOTES FOR THE TEACHER

The purpose of these activities is to encourage the use of study techniques that can enhance students' comprehension of printed materials.

ACTIVITY 1 - Scan for Key Words

Introduce the activity by reminding students that successful critical readers learn techniques to help them review printed materials.

Write the terms skim and scan on the chalkboard. Define the terms as being study techniques or skills.

Example:

SKIM: to read, study, or glance over a passage, chapter, or other printed material in a superficial manner, without noting details

SCAN: to read hastily, usually for something in particular

Write sentences, such as the ones given in the example, on the chalkboard. Explain to the students that one study technique is to glance over a passage very quickly and look for important words only. Direct the students to read the passage first; then, have students scan it by looking only at the key or underlined words. Explain that looking at key words can give the reader a general idea of a selection.

ACTIVITY 1 (Continued)

Example:

> Many Americans are trying to lose weight. Some go on dangerous crash diets, stop eating almost all food, drink special liquids, and follow food-combination schemes. Experts in nutrition warn people, however, that the important thing is not just losing weight, but maintaining that weight loss for the rest of their lives.

Find examples of sentences and short paragraphs in a textbook. Allow students to practice looking for key words. Discuss their efforts. Explain that choices of words may vary.

ACTIVITY 2 - Skim by Previewing

Explain to students that one technique used by good readers is that of previewing a nonfiction essay, article, or a chapter in a textbook to get a general idea of what the selection contains. Remind students of the definition of skimming. Emphasize that skimming and scanning provide only the general idea of a selection or chapter in a textbook. Emphasize that details have to be located by careful reading.

Assign a nonfiction selection from a textbook or a magazine. Provide guidelines showing students the process to follow as they skim the selection for a general idea of its contents.

Example:

PREVIEWING NONFICTION BY SKIMMING

1. Read the title of the chapter or longer selection.
2. Read any headings or subheadings given.
3. Read the introductory paragraph. Note the main thought.
4. Read the first and last sentences of the other paragraphs. Note the main idea of each.
5. Read the concluding paragraph or the summary. Note the points given.
6. Read over the key points that have been noted. Decide on the general idea of the selection.

ACTIVITY 2 (Continued)

Example:

ADDITIONAL USES OF SKIMMING TO PREVIEW

1. Read a few scattered paragraphs of a book to form an opinion as to whether it would be interesting to read.
2. Glance over reading material to decide if it is too easy or too difficult to understand.
3. Look through a selection to see if it contains information needed.
4. Look quickly over an article about a controversial issue to identify the author's point of view.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOMES: 3. Identify facts to gain knowledge.
6. Read critically to evaluate or judge the information.
8. Explain the difference between fiction and nonfiction.

NOTES FOR THE TEACHER

The purpose of this activity is to encourage students to become critical readers who evaluate sources and the information found in sources.

ACTIVITY

Explain to students that a critical reader must learn how to evaluate printed materials. State that there are several cautions that all thinking students should remember as they search for relevant facts. Stress that information can not always be believed and relied on just because it is in print. Explain that the writer of the information should be someone who knows the material because of education, training, and experience. Emphasize that the publishing date of any source can be important.

Use activities such as the ones provided to stress relevant concerns in evaluating materials for use in locating facts.

Example:

1. Know the difference between fiction and nonfiction
Fiction: works of literature that have been fabricated or imagined
Nonfiction: works of literature dealing with or offering facts or theories.

Select which of these sources might contain facts needed to write a report about scuba diving:
a. The short story "Her Birthday Trip"
*b. An encyclopedia
*c. A chapter in the book Water Sports
d. The novel Desert Travels

ACTIVITY (Continued)

2. Determine which writer is probably best qualified to provide accurate facts about scuba diving:
   - a. An experienced instructor in Olympic-style swimming
   - *b. An experienced instructor of free-swimming divers who are equipped with portable breathing devices
   - c. A college swimming coach

3. Determine which of these statements is a fact rather than an opinion:
   - a. Scuba diving is a sport enjoyed by everyone.
   - *b. There are several costs connected to participating in this activity.
   - c. No other activity can be so wonderful!

4. Determine if any propaganda devices are used by the writer:
   - *a. "The famous movie star, Rex Handsome, urges all his loyal fans to become scuba divers."
   - *b. "All true Americans try scuba diving at least once."

5. Determine which reference source should be consulted about scuba diving equipment:
   - a. An entry on scuba diving in an encyclopedia that was published in 1961
   - b. An article, "Equipment Needed for Scuba Diving in the Caribbean," in a magazine published in 1978
   - *c. A recent catalog from a leading sports company that specializes in equipment for water sports

AREA: LITERAL AND INFERENTIAL COMPREHENSION

OUTCOMES:
4. Identify key words and main ideas.
5. Locate details that support the main idea.
12. Determine the main ideas and details from selected material on personal and family money management, nutrition, government, law, and health.

NOTES FOR THE TEACHER

This activity provides practice in locating key words, topic sentences (main ideas), and supporting details.

ACTIVITY

Remind students that well-written paragraphs are written about one main thought or idea and that the main thought or idea is usually stated in the key or topic sentence. Emphasize that the key or topic sentence usually tells what the paragraph will be about when the topic sentence comes first in the paragraph. Remind students that the topic sentence can be located anywhere in the sentence, and that, in some cases, the main idea is not directly stated.

State that, in all kinds of written material, the reader should look for the main ideas and the supporting or related details. Stress the need to identify main ideas and details in order to understand what is read. Provide directions for identifying the topic sentence in a paragraph. Suggest that students read the entire paragraph first, then try to find one sentence that expresses the main thought. Emphasize that key words within the sentence can lead the reader to the supporting details in the paragraph.

Provide steps to follow in identifying key words, main ideas, and supporting details. Provide examples of topic sentences for practice before students use the process with printed materials.

ACTIVITY (Continued)

Example: KEY WORDS AND FINDING DETAILS

1. Topic sentence: My brother has many reasons for living in Alabama.

Key words: many reasons

Question to ask: What are the many reasons he has for living in Alabama?

Supporting details:
Reason 1:
Reason 2:
Reason 3:
Reason 4:

2. Topic sentence: There are several steps to remember about making a personal budget.

Key words: several steps

Question to ask: What are the several steps to remember about making a personal budget?

Supporting details:
Step 1:
Step 2:
Step 3:
Step 4:

ACTIVITY (Continued)

3. Topic sentence: Our trip to Tennessee had some good points and some bad points.

Key words: some good points and some bad points

Questions to ask: What were the good points?
What were the bad points?

Supporting details:
Good point 1:
Good point 2:
Good point 3:

Bad point 1:
Bad point 2:
Bad point 3:

Select some material about nutrition and health. Assign certain paragraphs for students to read. Ask students to identify the main idea in each paragraph; select key words stated in the main idea; decide on questions to ask, and identify details supporting the main idea.

After the activity has been completed, discuss the main idea and details that have been identified.

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 7. Follow written directions and instructions.

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOMES: 4. Use maps, graphs, charts, and tables.
8. Read and follow written directions and instructions.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES; OUTCOMES 4 and 8, page 133.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 9. Identify dialogue as conversation.

NOTES FOR THE TEACHER

This activity is designed to be used before students are asked to write stories that include dialogue. As a result of the activity, students are expected to include more and better dialogue that is punctuated correctly.

ACTIVITY

Announce that the activity to be introduced is to involve a conversation between two people. Ask each student to choose a person whose identity he/she will assume. State that this person may be a star; a politician; a character in a story, play, movie, or television series; or a famous person, living or dead. Direct the students to share their new identities by writing their new names on paper and showing them to the rest of the class. If possible, allow students time to research their new identities, so that more meaningful dialogue can be written.

Assign students to pairs for the activity. Direct the pairs to converse with each other by writing, not by speaking. Remind students that conversation written down is called dialogue. Also, remind students that there are some definite rules to remember about punctuating dialogue.

Example:

1. Place quotation marks before and after the exact words of a speaker.
2. Identify the speaker.
3. Start a new paragraph when a different speaker says something.

ACTIVITY (Continued)

Discuss possible topics to use. Then ask students to initiate and sustain a written conversation by passing a sheet of paper or a notebook back and forth for each person to write his/her part of the dialogue.

Allow time for each pair to read the finished dialogue, edit it, and proofread before submitting it for evaluation.

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOMES: 10. Identify the stated or implied main idea in a passage.
11. Identify the who, what, where, when, why, and how information in a written passage.

NOTES FOR THE TEACHER

This activity provides practice in identifying the main idea in an article, identifying the who, what, where, when, why, and how information given, and then selecting an appropriate title for the article. It may take more than one class period.

Allow preparation time to select about 40 newspaper and (short) magazine articles for the activity. Remove the titles of the articles, but give both title and article the same identification number. Mount each article on construction paper which is attached to a large envelope. Glue original titles on index cards, and place them in the appropriate envelopes. Prepare and duplicate a format sheet for students.

ACTIVITY

Distribute an article to each student. Direct students to use a format similar to the one suggested. Ask students to give the same information for each article read.

Example:

NAME ______________________ PERIOD ______ NUMBER OF ARTICLE __________

MAIN IDEA OF THE ARTICLE

____

____

DETAILS GIVEN

Who? ______________________________
What? ______________________________
____
When? ______________________________
Where? ______________________________
Why? ______________________________
How? ______________________________

YOUR SUGGESTED TITLE ______________________________

After each student completes the information sheet, have him/her place the paper in the large envelope attached to the article. Direct students to exchange articles and follow the same procedure.

Continue the activity until each article has been read by four students and the envelopes contain four information sheets.

Divide the class into groups of four. Give each group four articles. Ask each group to read the papers about each article, compare them, and select the best main idea given and the best selected title. Have each group select a spokesperson who will report the group's decision.

Ask for group reports. Ask students to compare the title originally given the article with the one selected by the group and decide which title is better.

Discuss any disagreements about main ideas and details. Display some of the best examples.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE
LISTENING

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 13. Distinguish fact from opinion in a reading passage.

AREA: FACT FROM OPINION/FANTASY
OUTCOME: 1. Tell what is fact and what is opinion.

STRAND: LISTENING

AREA: LISTENING COMPREHENSION
OUTCOME: 4. Listen for and identify the following: facts in a selection, opinions in a selection, and facts versus opinions in a selection.

NOTES FOR THE TEACHER

Refer to LISTENING: LISTENING COMPREHENSION; OUTCOME 4, page 4.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 14. Answer questions about explicitly stated meanings and details found in a variety of printed material such as grade-level textbooks, everyday life reading material, and material read for pleasure.

NOTES FOR THE TEACHER

The purpose of the activity is to provide experience in answering literal comprehension questions. Students will learn how to locate information and reorganize it when asked to do so.

ACTIVITY

Assign the reading of a story in the literature book. Check students' literal comprehension by asking questions that can be answered by referring to the text for explicitly stated meanings and ideas. Circulate among students to check answers and clarify misunderstandings. Discuss answers when the activity has been completed.

Example:

1. What five sports-related terms are used in the story? Give their meanings.
2. What happened at the top of the mountain?
3. List the events of the story in chronological order.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 15. Answer questions requiring conclusions, inferences, and generalizations about explicitly and implicitly stated meanings found in a variety of printed material such as grade-level textbooks, everyday life reading material, and material read for pleasure.

NOTES FOR THE TEACHER

The purpose of the activities is to provide experiences appropriate to the development of better inferential comprehension skills.

ACTIVITY 1 - Drawing Conclusions/Making Inferences

Ask students to bring to class various newspaper commentary articles, editorials, and letters to the editor. State that each student should select one piece of newspaper writing and practice critical thinking. Check each item for appropriateness.

Provide some guidelines for students to follow.

Example:

STEP 1: Read the commentary, editorial, or letter.
STEP 2: Select the main thought of the piece of writing.
STEP 3: Select the supporting details (or evidence in support of the main thought).
STEP 4: Evaluate the evidence in support of the main thought.
  a. Are the supporting details based on fact?
  b. Are the supporting details logical?
  c. Are the supporting details pertinent?
  d. Are propaganda devices used?

ACTIVITY 1 (Continued)

STEP 5: Draw a conclusion based on the evidence.
What is your opinion of the commentary, editorial, or letter? Explain.

ACTIVITY 2 - Making Generalizations

Have students read an unfamiliar fable and decide what the moral is. Ask students to write the moral. Permit students to read their "generalizations" aloud. Have students select the most appropriate generalization.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
LISTENING

STRAND: READING/LITERATURE

AREA: FACT FROM OPINION/FANTASY
OUTCOME: 1. Tell what is fact and what is opinion.

AREA: LITERAL AND INFERENTIAL COMPREHENSION
OUTCOME: 13. Distinguish fact from opinion in a reading passage.

STRAND: LISTENING

AREA: LISTENING COMPREHENSION
OUTCOME: 4. Listen for and identify the following: facts in a selection, opinions in a selection, and facts versus opinions in a selection.

NOTES FOR THE TEACHER

Refer to LISTENING: LISTENING COMPREHENSION; OUTCOME 4, page 4.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
LISTENING

STRAND: READING/LITERATURE

AREA: FACT FROM OPINION/FANTASY
OUTCOME: 2. Identify propaganda devices such as name-calling, slogans, testimonials, and bandwagon.

STRAND: LISTENING

AREA: RESPOND CRITICALLY TO ARGUMENT
OUTCOME: 3. Listen to advertising claims for products by several companies, and tell how the use of supporting evidence can influence buyers.

NOTES FOR THE TEACHER

Activity 1 will take two class periods. Since Activity 2 builds on the knowledge gained from Activity 1, the two activities may be presented in sequence. Examples of advertisements in newspapers and magazines should be collected and displayed in the room during the activities.

ACTIVITY 1 - FACT FROM OPINION/FANTASY; OUTCOME 2

Write a list of propaganda devices on the chalkboard or on a transparency. Define each propaganda term, and give an example of each. Ask for other examples from students. Discuss advertisements in magazines, in newspapers, on radio, and on billboards.

Examples:

1. "Name calling" - the use of negative words to cause a person to reject something immediately.
2. "Slogan" - the use of catchy phrases over and over.

ACTIVITY 1 (Continued)

3. "Testimonial" - the endorsement of a product by a famous person.
4. "Bandwagon" - an appeal to people to join what everybody else is doing.
5. "Transfer" - the use of prestige in one area to develop confidence in another.
6. "Plain folks" - the appeal to the so-called common, down-to-earth citizen.
7. "Card stacking" - the use of only favorable facts while hiding the unfavorable ones.
8. "Emotionally loaded words" - the use of patriotic or traditionally popular words to cause acceptance.
9. "Jargon" - the use of scientific phrases to make what is said believable.
10. "Statistics" - the use of statistics to make something sound better.

Divide the class into groups of four or five in order to form "advertising companies." Instruct groups to name their companies catchy, unusual names. Direct one member of each group to select one card from Stack 1 and one card from Stack 2. (Stack 1 contains thirty propaganda devices; Stack 2 contains names of generic products.)

Instruct each "company" to design a newspaper advertisement on poster board to sell the product listed on the group's Stack 2 card by using the propaganda device listed on the group's Stack 1 card. Allow time for each "company" to plan, draw, and print their advertisement.

Have each group present its advertisement during another class period. Have the members of the other groups guess the type of propaganda device used. Discuss the results. Display the posters.

Have students look for more examples of propaganda devices used in commercials and advertisements.

Examples:

STACK 1 CARDS

(30 or more cards containing the ten or more propaganda devices written separately three times each.)

STACK 2 CARDS

Individual names of "generic" products, such as:

1. salted peanuts
2. tube socks
3. a new video game
4. a new record album
5. a bar of soap
11. new brand of sneakers
12. painted T-shirt
13. a skateboard
14. tickets to a concert
15. a new bubble gum

ACTIVITY 1 (Continued)

Example: (Continued)

6. a portable color television
7. scented crayons
8. diet peanut butter
9. a new type of doll
10. a new perfume
21. a microcomputer
22. a stuffed animal
23. a new detergent
24. hair spray
25. shampoo
26. plastic fishing bait
27. a diet soda
28. a new brand of jeans
16. toothpaste
17. bubble bath
18. a raincoat
19. a vacation place
20. an airline
29. a new car
30. a fertilizer
31. a new cat food
32. a pizza parlor
33. a new vitamin pill
34. new nail polish
35. a new face cream
36. breakfast cereal

ACTIVITY 2 - RESPOND CRITICALLY TO ARGUMENT; OUTCOME 3

Ask students to continue in the same groups or "companies" as in Activity 1. Ask each group to select five cards from Stack 2. Direct groups to choose one of the "generic" products and develop an advertising campaign which includes the following:

1. a catchy brand name for the product,
2. a catchy slogan,
3. an appropriate person to give an endorsement or testimonial for the product, and
4. a commercial which includes 1, 2, and 3 and two other propaganda devices.

Provide time for the groups to plan their commercials. Have each group present its thirty-second commercial to the class. Following the presentation, have the other students identify the brand name, the slogan, the endorsement or testimonial, and the other propaganda devices used.

Discuss the effectiveness of each group's commercial by answering questions similar to the following: Would members of the other groups want to purchase the product? Why or why not? Discuss the importance of recognizing propaganda techniques in daily living.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: FACT FROM OPINION/FANTASY
OUTCOME: 3. Determine the author's purpose.

NOTES FOR THE TEACHER

This activity is designed to be used for homework. Class discussion of the results is important. The purpose of the activity is to assist students in understanding the connection between the author's purpose and the reader's reaction to a literary work.

A chart showing various purposes for writing needs to be prepared and duplicated for students prior to class time.

ACTIVITY

Emphasize to students that every writer has a specific reason for writing a particular piece. Add that this reason for writing is called the author's purpose.

Explain that the purpose for any piece of writing is influenced by whether the author writes about fact, expresses a personal opinion, or creates a piece of fantasy from imagination.

Emphasize that so much of a person's life is affected by writers and their products. Lead a class discussion about this topic. Include the effect writers have on television, movies, and others by being scriptwriters.

ACTIVITY (Continued)

Distribute a chart that lists various purposes for which writers (authors) write. (An example is given.) Ask the students to fill in the chart by listing at least five different examples under each purpose. Have students include literary selections already studied.

Example:

PURPOSES FOR WRITING AND EXAMPLES

TO AMUSE OR ENTERTAIN	TO INFORM	TO EXPRESS AN OPINION	TO EXPLAIN; TO GIVE DIRECTIONS	TO REQUEST SOMETHING	TO "TALK" TO ANOTHER PERSON	TO PERSUADE	TO DESCRIBE
Scriptwriter for Bill Cosby Show	News item in newspaper	Newspaper editorial	Recipe	Business letter ordering tickets	Letter to a friend	Letter to the editor	The short story "______"

Discuss the results in class when the charts have been completed. Make a large chart for wall display. Classify each literary selection studied throughout the year.

LANGUAGE ARTS
GRADES 7-8
STRANDS: READING/LITERATURE
SPEAKING

STRAND: READING/LITERATURE

AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA

OUTCOMES:
1. **Identify the who, what, where, when, why, and how of the story.**
2. **Identify the main character.**
3. **Identify the plot.**
4. **Identify the setting.**

STRAND: SPEAKING

AREA: VARY THE USE OF SPOKEN LANGUAGE FOR DIFFERENT OCCASIONS

OUTCOME: 1. **Explain poetry and prose selections in a way that conveys and expands the meaning.**

NOTES FOR THE TEACHER

Prepare a bulletin board or a wall display showing components of a story or drama. Place the following words on pieces of construction paper or poster board: PLOT, SETTING, CHARACTERS, DETAILS.

ACTIVITY 1

Discuss with students the main components of a story or a drama. Present definitions such as the following about each component:

PLOT: The action or series of events in the story (or drama) compose the plot. The plot also includes attempts to solve any problems presented in the story (or drama) and how the problem(s) are finally solved. Sometimes the plot describes adventures that happen to the characters.

The what, why, and how in a story or drama are found in the plot.

ACTIVITY 1 (Continued)

SETTING: The setting of a story or drama is composed of the specific location in which the story takes place and the time the events happen.

The setting tells where and when the story takes place.

CHARACTERS:

Characters comprise the who in a story or a drama. The characters are those persons in a short story or drama around which the events develop. A writer tries to make each important character seem like a real person by using the following techniques:

a. The writer describes the character's physical appearance.
b. The writer shows how the character acts, feels, thinks, or speaks. This is sometimes done through conversation.
c. The writer shows how other characters react to what the character does or says.

Have students read a short story or play. Ask them to complete a story frame such as the following:

STORY FRAME

Main characters (who): ______________________________
Setting (where and when): ______________________________
Plot: what happened? ______________________________
why did it happen? ______________________________
how was it solved? ______________________________
Most interesting part: ______________________________

Have students use the story frame to briefly explain the story or play.

If desired, adjust the frame for use in giving book reports.

AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA
OUTCOME: 5. Identify points of view; for example, the first person.

NOTES FOR THE TEACHER

This activity may be used as a review of points of view or as a teaching activity.

Before the activity is presented, newspaper or magazine pictures are to be collected which depict several people involved in activities. Newspaper editorial cartoons may be appropriate. Make transparencies of the pictures for use in this and other activities.

ACTIVITY

Remind students that a story is told from a point of view and that the point of view depends upon who is telling the story. Present definitions similar to the following:

First-person point of view -- when one of the characters in the story is telling the story.
Third-person point of view -- when someone outside the story is telling the story.

Write on the chalkboard examples of statements such as the following from imaginary stories. Ask students to tell the point of view each statement represents.

1. I ran down the hill, stumbling over each rock in my haste.
2. The old man slumped in his chair, not willing to face her outraged glare.
3. She raised her chin proudly, not wanting to appear ashamed of her shabby dress.
4. When the telephone finally rang, I grabbed it before my brother could tell me to wait.

Add to the list by having students give other examples.

ACTIVITY (Continued)

Project a transparency of one of the pictures previously collected. Ask the students to study the picture and write a short description of the scene from the first-person point of view of one of the persons in the picture.

Allow time for the students to complete the assignment, then ask a student to read his/her description. After the description is read, have students tell which person's point of view is used. Continue in this manner until points of view of other persons in the picture have been presented. Discuss differences noted when various points of view are used.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA
OUTCOME: 6. Identify literary devices such as metaphor, simile, allusion, and personification.

NOTES FOR THE TEACHER

Prior to the time of the presentation of this activity, bulletin board or wall displays need to to prepared which give definitions and examples of the literary devices.

ACTIVITY

Discuss with students the definitions of literary devices, such as metaphor, simile, allusion, and personification. Remind students that a simile compares two different things using either like or as and that a metaphor compares two different things without using like or as. Remind students that comparing two things means seeing likenesses. Review with students examples in which personification is used (when an object, idea, or animal is given the characteristics of a person). Explain that allusion in literature is an indirect reference to a well-known person, thing, place, or event.

Divide the class into small groups of four or five. Distribute to each student a list of sentences which are examples of literary devices. Direct students to discuss within the groups each of the sentences and to label each sentence as being a simile, a metaphor, an allusion, or a personification. Discuss answers after adequate time has been allowed.

Example of sentences:

______ 1. "All the world's a stage."
______ 2. The kitchen was as clean as the operating room in a hospital.
______ 3. Bill was so excited that he was all thumbs.
______ 4. The waves leapfrogged over the excited children.
______ 5. From the airplane, the fields and orchards looked like a checkerboard of light and dark green squares.
______ 6. "The Lord is my Shepherd."

ACTIVITY (Continued)

______ 7. The cruel sea swallowed the tiny sailing boat.

______ 8. When we found the lost hiker, words of thanks poured from his mouth like water gushing from a faucet.

______ 9. The autumn leaves somersaulted across the yard.

______ 10. My mother has the patience of Job.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE
WRITING

STRAND: READING/LITERATURE

AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA
OUTCOME: 7. Read an entire literary work or a part of it, and write a summary, paraphrase, and/or a précis of the work.

STRAND: WRITING

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 2. Write to express an understanding of what is read or heard. Write the following types of compositions: summary, paraphrase, and précis.

NOTES FOR THE TEACHER

Refer to WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 2, page 180.

383

382

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA
OUTCOME: 8. Explain the theme of a literary work.

NOTES FOR THE TEACHER

The purpose of the activity is to assist students in identifying the theme of a short story or other literary work.

ACTIVITY

Explain to students that a literary work always has a theme. Suggest that perhaps their first thought when an assignment is made to read a particular story might be: "What is that story about?" Explain that a statement or statements that contain the general idea or ideas of the story but not the specific details will give the theme of the story.

Assign a specific story to be read. Ask students to read the story carefully and to identify its theme. Provide an example of how the theme may be written.

Example:

> A boy, very unhappy about moving to a new city and going to a new school, tries out and makes the basketball team. When he realizes how many new friends he has made, he begins to love his new home.

Suggest some pitfalls to avoid when deciding on the theme of a story, a book, or a play.

Example:

Pitfall 1: Some students get stuck on a petty, unimportant event.

Do not! Do not describe one event when others are more crucial to what happens in the story.

ACTIVITY (Continued)

Pitfall 2: Some students forget to mention some very important ideas that relate to the end of the story.

Remember that the theme includes the important ideas in the story.

Pitfall 3: Some students include too many details.

The theme of a story contains the important ideas of the story, but it omits the specific details.

Allow time for the story to be read and theme statements to be written. Divide the class into small groups. Direct each group to discuss the theme statements written within the group and to select the best one. Write on the chalkboard the best theme statements reported by all groups. Initiate a class discussion about the story. Conclude the discussion by having the class decide which theme statement listed on the chalkboard is the best.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA
OUTCOME: 9. Produce written and oral reports on books.

NOTES FOR THE TEACHER

The purpose of the activity is to provide practice in selecting the main elements in a book.

The class presentation will provide encouragement toward better oral language development. Preparation time is needed for preparing guidelines for students to use.

ACTIVITY

Assign an oral book report. Provide guidelines for students to follow in preparing and presenting the report.

Example:

GUIDELINES FOR ORAL BOOK REPORTS

1. Read the book carefully.
2. Tell about the following:
    a. the title and the author,
    b. the setting,
    c. the main character,
    d. the theme, and
    e. the plot.
3. Give your opinion of the book.
4. Provide interesting visual and auditory aids.
    a. Make a book cover to illustrate the book.
    b. Use a flannel board presentation to show characters, setting, and plot.
    c. Make a collage or a mobile.
    d. Dress in a costume that fits the historical period of the book.
    e. Play a tape of appropriate background music.

ACTIVITY (Continued)

5. Be brief. Finish within the set time frame.
6. Be interesting.
7. Be enthusiastic.
8. Practice good speaking techniques.

Allow the audience a brief time to ask questions about the book.

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: CRITICAL THINKING SKILLS
OUTCOME: 1. Ask and respond to questions at various levels of mental complexity: recall, comprehension, application, analysis (taking apart), synthesis (putting together as a whole), and evaluation.

NOTES FOR THE TEACHER

This activity is designed to provide examples of kinds of questions teachers may ask that will encourage students to develop skills in critical thinking. Questions are to be prepared by teachers before a reading assignment is made to students. It is important that all levels of complexity are utilized in questioning.

ACTIVITY

Review questions with students before a story or book is read. After the story or book has been read, assign students to small groups for discussion. Circulate among groups to discuss answers. Ask students to share certain answers with the class. Discuss similarities and differences of responses.

Prepare questions similar to the examples given. Ask students to respond to the questions.

Level 1: Knowledge or Recall

Examples:

a. Name the main characters in the story.
b. What comment is made to the sister?
c. When does the letter arrive?
d. Where does Jim go?

ACTIVITY (Continued)

Level 2: Comprehension

Examples:

a. What is the main idea of the story?
b. Describe in your own words how the two homes are alike.
c. Contrast how the two sisters feel about their cousins.
d. Explain how the mistakes are made.

Level 3: Application

Examples:

a. Dramatize how Jim's problem can be solved.
b. Choose the best choice for the mother to make.

Level 4: Analysis

Examples:

a. Why does the race driver decide to do what he does?
b. Consider the conclusion made by the detective. What evidence supports that conclusion?

Level 5: Synthesis

Examples:

a. Write a new ending for the story.
b. After reading the first ten pages, predict what will happen to the driver.

Level 6: Evaluation

Examples:

a. Do you like or dislike this story? Why or why not?
b. Do you agree with the father's decision?
c. Which character will make the best friend? Why?

LANGUAGE ARTS
GRADES 7-8
STRAND: READING/LITERATURE

AREA: CRITICAL THINKING SKILLS
OUTCOME: 2. Ask questions that encourage convergent and divergent thinking.

NOTES FOR THE TEACHER

This activity is an effort to assist students in developing higher-order thinking skills. It is important that questioning techniques practiced by teachers encourage both convergent and divergent thinking by students.

Convergent thinking occurs when students weigh the evidence and arrive at the best solution to a problem. Divergent thinking occurs when students respond to a question with open, creative, unusual, and imaginative answers.

In preparing for class discussions about assigned reading material, formulate questions that require critical thinking.

ACTIVITY

Assign a selection to be read by students. Ask students to respond to questions about the selection.

Examples of Questions That Require Critical Thinking

1. List the problems (character A) had with (character B).
   What is the best action for (character A) to take so that the problem is solved?
2. How many different, unusual ways can (character C) use to support (character B)?
3. Using non-verbal forms of communication, how can (character B) communicate the way (character B) feels about (certain events or situations)?
4. Weigh each alternative to the problem to be solved, and decide on the alternative that makes the best choice.
5. Defend the choice made by character A. Give as many reasons as possible.
6. Considering all the evidence, judge or evaluate the final decision made by (character C).

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 1. Write to discover personal thoughts and feelings. Write the following types of writing: free-writing piece, journal writing, personal essay, friendly letter, personal response to literature, and poetry.

AREA: SPECIFIC AUDIENCES
OUTCOME: 1. Write for self. Write the following types of compositions: free-writing piece, journal writing, and diary.

AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES
OUTCOME: 1. Write as a means of generating material for a written composition. Use material from the following types of writing: free writing, looping, clustering, reporter's formula, listing, brainstorming, journal entries, problem solving, and note taking.

NOTES FOR THE TEACHER

At the beginning of the school year, decisions should be made about the kinds of writing experiences to be planned for students. Having students keep a journal will provide varied opportunities for free writing, journal writing, response to literature, and personal essay writing.

Rules for keeping the journal should be established and presented to students. Students might be asked to divide a spiral notebook into two sections. The first section could be considered space for free writing. The second section could be reserved for any assigned writing.

Examples of rules for writing in a journal:

a. Journals will be picked up for checking each Monday.
b. Only one entry should be placed on a page.
c. The back side of the paper should be left empty.
d. Each entry must fill at least two-thirds of a page.

NOTES FOR THE TEACHER (Continued)

e. Extremely large or small writing is not acceptable.
f. Each entry must be written in ink or in easily read pencil. All writing must be legible.
g. Each entry must be dated.
h. Free writing will be graded on (or checked for) effort, neatness, and variety of entries. Not all entries will be read in full unless the student places a star at the top of the page, indicating that a response is wanted.
i. Assigned entries in the second section will be graded according to criteria explained at the time of assignment.

ACTIVITY 1 - SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 1
SPECIFIC AUDIENCES; OUTCOME 1
MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES; OUTCOME 1

Explain to students that free writing will give them the opportunity to express how they feel about things, what is important to them, and what fascinates or repels them. Offer suggestions about entry topics, but remind them that they may write about anything they choose.

Suggestions for entry topics:

a. React to good and bad happenings on a particular day.
b. React to a television show or a movie.
c. React to a literature story, a poem, or a book.
d. Describe or react to a sports event.
e. Set plans for the future.
f. Record special moments.
g. Record your reactions to various songs or music.

At established times during each week, direct students to open their journals, choose a topic, and write nonstop for ten minutes without worrying about spelling, sentence structure, or format. Tell them the main purpose of free writing is to get their thoughts written on paper.

ACTIVITY 1 (Continued)

Expand some of the free-writing activities by the use of looping. (This term refers to re-reading a piece of free writing to locate an idea or good point, then writing down that idea or point and expanding it.) After the initial ten-minute session of free writing, ask each student to read over what was written, select a point made, and write about that point for ten minutes. Repeat the process once more if desired. Allow students to meet in small groups to discuss the ideas they discovered in their writings. Move from group to group and take part in the discussions.

Assign a composition to be written in the second portion of the journal. Ask students to write a composition using ideas they thought about during free-writing time.

ACTIVITY 2 - SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 1
SPECIFIC AUDIENCES; OUTCOME 1
MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES; OUTCOME 1

Ask students to use the second part of their journals for assigned journal entries.

Provide experiences in brainstorming by introducing a possible topic for a composition, such as a homecoming celebration. Have students generate ideas about homecoming. Write the ideas on the chalkboard or on a transparency. Have students cluster the ideas generated into categories of details. Discuss how this process can help in planning a composition. Assign an essay that uses the ideas generated.

Emphasize the writing process as containing the following stages:

Prewriting: a time for thinking, for organizing, for gathering information;

Writing: a time for putting thoughts on paper;

Editing: a time for rearranging words and sentences; for searching for the exact word needed; for checking sentence structure, capitalization, punctuation, and spelling; and for ensuring that the piece of writing says what the author intended it to say in a clear, well-organized manner.

Ask students to go through the entire writing process before copying the finished piece of writing in the journal for grading.

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
READING/LITERATURE

STRAND: WRITING

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 2. Write to express an understanding of what is read or heard. Write the following types of compositions: summary, paraphrase, and précis.

STRAND: READING/LITERATURE

AREA: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA
OUTCOME: 7. Read an entire literary work or a part of it, and write a summary, a paraphrase, and/or a précis of the work.

NOTES FOR THE TEACHER

Activity 1 involves the writing of a general summary; Activity 2 involves the writing of a paraphrase, and Activity 3 involves the writing of a précis (pray'see).

Prior to the activities, well-written paragraphs, essays, or parts of longer literary works should be collected.

ACTIVITY 1 - WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 2
READING/LITERATURE: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA; OUTCOME 7

Remind students that the ability to summarize is crucial to understanding what is read or heard.

Introduce students to the activities by stating that to summarize any material is to present in a brief, compact form the main idea or ideas contained in a literary work or other form of communication. Emphasize that the person summarizing the material uses his/her own words to express the original author's ideas.

ACTIVITY 1 (Continued)

Have students read a well-written paragraph. After all have read the paragraph, ask students to choose the most important ideas or points contained in the paragraph. List these ideas on the chalkboard. Have students identify the topic sentence. Remind them that the topic sentence may be located first, last, or anywhere in the paragraph. List the topic sentence on the chalkboard with the other points.

Ask the students to look at the main points listed and generate three or four possible sentences that summarize the paragraph. Assist them so that the sentences are based on the main points. Ask the class to select the best summarizing sentence. Explain that a good topic sentence makes summarizing easy.

For longer selections, have students list the main points in each paragraph. Have them write two or three sentences about the main points and then try to combine them to form one summary sentence.

ACTIVITY 2 - WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 2
READING/LITERATURE: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA; OUTCOME 7

Introduce the activity by explaining that a paraphrase is a restatement of another person's ideas written in different and simpler words. Emphasize that a paraphrase of an original piece of writing should include the second person's own interpretation of complex phrases or ideas contained in the original material. Explain that a paraphrase may be used to clarify the hard-to-understand piece of writing. State that a paraphrase can be longer than the original material.

List several proverbs on the chalkboard, a transparency, or a study sheet. Ask students to paraphrase each proverb. Have students read their paraphrases aloud to the class. Discuss. Remind students that paraphrases will vary.

Example:

Proverb	Possible Paraphrase
Where there's a will, there's a way.	If a person wants to accomplish something strongly enough, he will do it. Success might take many attempts, but the person will try until he finds a way to do what he wants to do.

ACTIVITY 3 - WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 2
READING/LITERATURE: BASIC ELEMENTS OF PROSE, POETRY, AND DRAMA; OUTCOME 7

Introduce this form of summary writing by identifying a précis as a condensed version (one-fourth to one-third as long as the original) of the main ideas in a longer piece of writing.

Provide some steps to follow in writing a précis, such as the following:

STEP 1: Read and then reread the selection carefully.

- a. Locate the topic sentence.
- b. Note the key words and phrases.

STEP 2: List the most important ideas.

- a. Use only the essential information (who, what, when, where, how, why).
- b. Omit examples, unimportant details, and illustrations.

STEP 3: Reread the selection again to check ideas.

STEP 4: Write a summary of the main ideas.

- a. Use different and simpler words, phrases, and sentences where possible.
- b. Keep the original author's point of view.
- c. Include no personal opinions or ideas.
- d. Be brief and concise.
- e. Organize the sequence of facts or ideas exactly the same as in the original selection.

STEP 5: Read the summary carefully, and condense it. (Goal: one-fourth to one-third as long as the original piece of writing)

Discuss the procedure to be followed.

Provide an essay or other literary work. Ask students to follow the steps and write a précis of the work. Allow students to work in pairs for the first attempt. Move around the classroom, and discuss efforts with each pair. Give assistance when needed.

Have students share results. Display some of the best efforts. Keep some papers to use for models in later teaching.

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
LISTENING

STRAND: WRITING

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 3. Write an account of real or fictional events. Write the following types of compositions: skit, autobiographical sketch, and narrative of actual experience.

STRAND: LISTENING

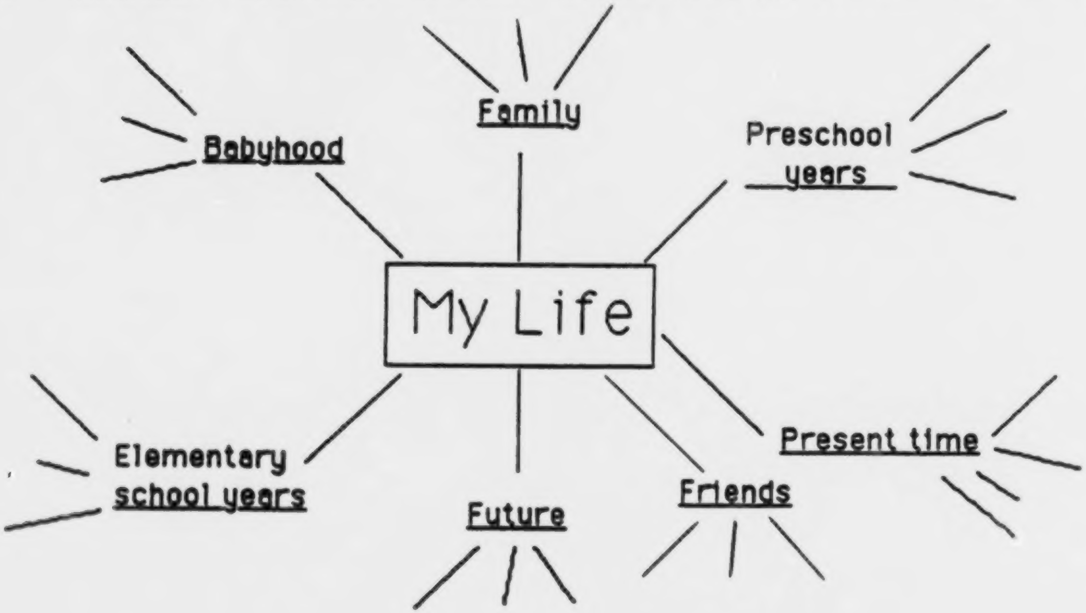
AREA: ORGANIZATIONAL ELEMENTS
OUTCOMES:
1. Listen for and identify chronological or historical organization in a selection or a presentation.
2. Listen for and identify an introductory statement in a selection or a presentation.
3. Listen for and identify a concluding statement in a selection or a presentation.

NOTES FOR THE TEACHER

Activity 1 requires students to research their lives with family and friends. Enough time should be provided for the research, the writing, and the follow-up activities.

ACTIVITY 1 - WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 3

Review with students the definition of the term autobiography. Tell them that they are to write autobiographies and share them with the others in the class. Assign a time line for the project. Ask students to think about the major people and events in their lives. Suggest that each student start with a sketch similar to the example on the next page and fill in interesting events or facts under appropriate categories. Allow part of the project to be completed as homework.


My Life
Babyhood
Family
Preschool years
Elementary school years
Future
Friends
Present time

Discuss or provide lists of questions that might stimulate the thinking process as well as generate helpful information from parents, grandparents, or other family members.

Example:

Present:

1. What am I like now?
2. What activities am I involved in at school, at home, elsewhere?
3. Am I satisfied with my life?
4. Are there changes I would like to make?

Preschool years:

1. Did I go to day care?
2. Did I have a favorite baby sitter?
3. Did I throw temper tantrums? About what?
4. Who were my favorite people?
5. What did I like to play?

ACTIVITY 1 - WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 3 (Continued)

Family:

1. Who were the members of my family?
2. What were some fun things we did?

Babyhood:

1. Was I a happy or a cranky baby?
2. What were my favorite toys?
3. What were my favorite foods?
4. Did I have a favorite blanket or toy that I wanted with me most of the time?
5. Where did I live? With whom?

Future:

1. What are my future plans?
2. Do I know what I want to do to earn a living?
3. Do I plan to go to college?
4. Do I know what section of the country (or world) I want to call home when I am an adult?

Elementary school years:

1. What school(s) did I attend?
2. Who were my favorite teachers?
3. Do I have pictures to share?
4. What did I like to play?
5. Who were my favorite friends?

Ask students to arrange the information in chronological order. Designate a time for the assignment to be completed.

ACTIVITY 2 - LISTENING: ORGANIZATIONAL ELEMENTS; OUTCOMES 1, 2, and 3

Direct each student to read his or her autobiography to a partner. Add that the first reader should in turn listen to the partner's account.

Ask the pairs to consider the following:

1. Could the listener follow the chronological order of the presentation? Give examples.
2. Could the listener identify an introductory statement? What was it?
3. Could the listener identify a concluding statement that brought the presentation to its ending? What was it?

Discuss reactions. Collect the accounts.

ACTIVITY 3 - WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 3
LISTENING: ORGANIZATIONAL ELEMENTS; OUTCOMES 1, 2, and 3

Select some of the best selections to be read aloud. Lead a discussion about the good points in each selection.

Discuss the importance of organization in writing.

ACTIVITY 4 - WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 3

Use a bulletin board to display some of the most interesting papers. Display any pictures brought by the students. Consider having a contest involving the identification of the baby pictures brought to class.

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 4. Write to explain or give factual information. Write the following types of compositions: narrative of an observed event, biographical report, news article, research report, and process essay.

AREA: MATERIALS ARRANGED TO PRODUCE COMPOSITIONS
OUTCOME: 1. Produce cohesive writing through careful attention to the types of writing and to the arrangement of words, sentences, and paragraphs.

NOTES FOR THE TEACHER

These three activities are related to separate assignments of compositions that are based on factual information. Activity 1 relates to a narrative of an observed event. Activity 2 relates to a news article. Activity 3 relates to a research report, and Activity 4 relates to a process essay.

For additional information, see also **AREA: MATERIALS FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES; OUTCOME 3**, page 209.

ACTIVITY 1 - SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 4
MATERIALS ARRANGED TO PRODUCE COMPOSITIONS; OUTCOME 1

Assign a composition to be written about an event that is observed by the writer. Provide a list of possible kinds of events about which students may choose to relate in their compositions. Such choices could include a sports event, an accident, a social event, a television program, and a club meeting.

Discuss how the type of composition to be written will influence the words used, the length and structure of the sentences used, and the arrangement of sentences and the paragraphs within the composition.

Provide guidelines for the students to follow in observing the events and in writing the narrative report.

ACTIVITY 1 (Continued)

Example:

GUIDELINES FOR A NARRATIVE OF AN OBSERVED EVENT

1. Pay close attention to all the important details of the event:
    a. WHO was (were) involved?
    b. WHAT happened of interest?
    c. WHEN did it happen?
    d. WHERE did it happen?
    e. WHY was it so interesting?
    f. HOW did the WHO react? WHY?
    g. HOW did the writer react? WHY?
2. Write a topic sentence about the main impression of the event to be included in the paper.
3. List the important major details to be included.
4. Add additional sentences to help with clarity.
5. Use transitional words and phrases where needed.
6. Use specific, vivid words when writing about the details.
7. Arrange the details in chronological order, just as the event occurred.
8. Conclude by summing up the importance of the event to the writer.
9. Revise and proofread.

If possible, have preliminary, very brief conferences to offer suggestions before the final drafts are submitted.

Discuss problem areas with the total class, and allow students to revise their papers. Display well-written compositions.

ACTIVITY 2 - SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 4
MATERIALS ARRANGED TO PRODUCE COMPOSITIONS; OUTCOME 1

Assign the writing of a news item based on factual information gathered through interviewing concerned persons.

State that this type of writing should follow specific guidelines that emphasize the way sentences and paragraphs are put together. Provide guidelines for students to follow.

ACTIVITY 2 (Continued)

Example:

GUIDELINES FOR WRITING A NEWS REPORT

1. Select the subject of the report.
   Ensure that the topic is interesting, timely, and can be researched.
2. Identify reliable sources to interview about the topic.
3. Collect complete, accurate information about the topic.
   a. Interview sources.
      1) Give full names and pertinent information about them.
      2) Show direct or indirect quotes.
   b. Obtain other information through reading.
   c. Obtain the basic details:
      WHO? WHAT? WHEN? WHERE? HOW? WHY?
4. State the main facts briefly in the lead or first paragraph.
   a. Be complete.
   b. Be accurate.
5. Use short sentences and short paragraphs.
6. Tell more about the details in the rest of the item.
   a. Arrange the facts in order of importance, with the most important placed first and the least important placed last.
   b. Use short direct and indirect quotations from the sources.
7. Omit personal comments and opinions of the writer.
8. Omit a concluding statement.
9. Revise and proofread.
10. Write a headline for the item.

ACTIVITY 3 - SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 4
MATERIALS ARRANGED TO PRODUCE COMPOSITIONS; OUTCOME 1

Assign a research report. Provide guidelines for students to follow during the research and while organizing the information to be included in the report.

ACTIVITY 3 (Continued)

Example:

GUIDELINES FOR WRITING A RESEARCH REPORT

STEP 1: Select a general topic.
    a. Get approval to investigate it.
    b. Check in the library and elsewhere to make sure that information is available.
STEP 2: Narrow the topic to one that is more specific.
STEP 3: Make a list of articles, chapters in books, and other pertinent materials that are available.
    a. Use the card catalog and other library resources.
    b. Make an individual bibliography card for each article, book, and other sources.
STEP 4: Read and take notes about relevant ideas, quotations, and other useful information.
    a. Identify the source of information.
    b. Avoid taking credit for ideas of others.
    c. Show source of any direct or indirect quotation.
STEP 5: Make a working outline of the paper.
STEP 6: Read and take more notes if additional information is needed.
STEP 7: Write a rough draft.
    a. Write an introductory paragraph.
    b. Follow the outline and write paragraphs to include the important ideas.
    c. Arrange the ideas in order of importance from the least important to the most important.
    d. Use transitions to link ideas.
    e. Write a concluding paragraph.
STEP 8: Revise the draft.
    a. Check the arrangement of words, sentences, and paragraphs.
    b. Check the clarity of the whole paper.
    c. Check the proper use of footnotes.
STEP 9: Proofread for errors.
STEP 10: Prepare the bibliography.
STEP 11: Prepare the final copy.

ACTIVITY 4 - SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 4 . MATERIALS ARRANGED TO PRODUCE COMPOSITIONS; OUTCOME 1

Assign a composition to be written about an explanation of a process. Provide a list of possible processes that could be of interest to students.
Discuss guidelines for students to follow in writing a process essay.

Example:

GUIDELINES FOR WRITING A PROCESS ESSAY

1. Select a process to be explained.
   (How to build a dog house, how to wash a car, how to ride a bicycle, how to use a VCR, and others.)
2. List all steps in the process in chronological order.
   a. Pretend the reader knows nothing about the process.
   b. Use words such as first, second, and finally.
3. Write an introductory paragraph.
4. Explain each step in the process in other paragraphs.
   a. Be thorough.
   b. Use short, clearly written sentences.
5. Use examples or illustrations if needed.
6. Write a concluding paragraph.
7. Revise and proofread.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 5. Write to describe something, such as a classified ad to sell an article.

NOTES FOR THE TEACHER

Activity 2 could be assigned for homework. Prior to the class time, collect 35-40 household or familiar objects, and place them in individual boxes or paper bags. Items could include the following:

- a coin
- scissors
- sunglasses
- a fork
- a bottle opener
- a twist tie
- a light bulb
- a curler
- an envelope
- a tube of lipstick
- an eraser
- a pencil
- a pen
- a feather
- a shoelace
- a strip of ribbon
- a toothbrush
- a stamp
- a belt
- gloves
- a ruler
- a button
- a safety pin
- a key chain
- a key
- a thumbtack
- a book of matches
- an individual package of sugar or substitute
- socks
- paintbrush
- a gem clip
- a comb
- tweezers
- a screwdriver
- a bar of soap
- a pad of paper
- a candy bar
- a rubber band

Have copies of classified advertisements from various newspapers for use during the class period. Place some examples on transparencies, posters, or the chalkboard.

Activity 1 involves the writing of descriptions of objects. Activity 2 uses the description as a basis for writing a classified advertisement to sell the object.

ACTIVITY 1

Review with students the characteristics of good descriptive writing. Remind them that a description should create a clear picture of the person, place, or thing being described.

Have students select a box or bag containing an object to be described. Ask that they examine the object privately then write a description of the secret object without revealing the name of the object.

Provide guidelines such as the following in order to stimulate thinking.

STEPS IN DESCRIBING AN OBJECT

1. Look at the object closely.

   ASK: What color, shape, size, and texture is it?

   ASK: For what is this object used?
   What can it do?
   How does it work?

   ASK: Is this object used by many people?
   Do people like to use this object?

2. Write the description.

   ASK: What examples or specific details could be used?

Provide time for writing the descriptions. Have students read the descriptions aloud (without identifying the object). Allow other students to guess the identity of the object. Collect the descriptions for later use in Activity 2.

ACTIVITY 2

Have students discuss examples of classified advertisements. Emphasize such characteristics as the terse language used.

Distribute the descriptions written in Activity 1. Ask students to write classified advertisements about the same objects previously described. After the activity has been completed, have some students read their advertisements to the class. Discuss the differences and similarities between the two kinds of writing.

Display appropriate examples of both.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 6. Write to persuade someone to buy something, such as an advertisement of a new product.

NOTES FOR THE TEACHER

Before class time, a list of preposterous products should be prepared and duplicated. The purpose of the activity is to provide an opportunity for students to write in order to express an opinion about a product and to convince the reader that the product should be bought.

ACTIVITY

Distribute a list of preposterous products to the students. The list might include items such as the following:

1. A pad of notepaper already filled with writing
2. A robot that cannot move
3. A scratched record album
4. A box of sealed, empty envelopes
5. One knitting needle

Remind students that a persuasive paragraph is written to influence or change the reader's mind about an object or a topic. State that the items on the list might appear to be worthless, but a good persuader could find things to write about the item that might cause a reader to value the item more and to consider buying the product.

Have the students, in groups of four, select a preposterous product and produce a persuasive paragraph about the product. Provide points to be considered before writing, such as the following:

1. List possible good points of the product and why they are considered to be good.
2. Think of a new twist or angle to include.

ACTIVITY (Continued)

3. Write using vivid action verbs and specific nouns.
4. Use examples to illustrate points.
5. Use sensory details which describe how the product looks, feels, sounds, tastes, and/or smells.

Announce a time limit for completion of the assignment. Move around from group to group in order to stimulate thinking, to answer questions, and to monitor progress.

Have students read their paragraphs. Discuss good and weak points of each. Have students make corrections before paragraphs are submitted for grading. Display the papers.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: SPECIFIC AUDIENCES
OUTCOME: 1. Write for self. Write the following types of compositions: free-writing piece, journal writing, and diary.

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 1. Write to discover personal thoughts and feelings. Write the following types of compositions: free-writing piece, journal writing, personal essay, friendly letter, personal response to literature, and poetry.

NOTES FOR THE TEACHER

Refer to WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 1, page 177.

AREA: SPECIFIC AUDIENCES
OUTCOME: 2. Write for others such as friends, the general public, and/or a hostile audience. Use the appropriate language, tone, and genre required to address various audiences on the same subject. Write a letter and/or an essay, as appropriate.

NOTES FOR THE TEACHER

Activity 1 is an introductory activity which could provide information about the importance of an audience to a writer.

Activity 2 contains suggested activities to help students improve their abilities to write for various audiences.

ACTIVITY 1

Explain to students that the word audience is a term that refers to the persons who read or hear what a writer has written or said. State that a good writer tries to keep the audience in mind when writing anything that will be shared with someone else.

Remind students that writers' first audiences are themselves when they write in diaries, journals, or any personal notebook.

Lead a discussion about the various audiences to whom students could expect to read something they might write. List students' suggestions on the chalkboard or on a transparency. (Consider beginning a chart such as the one provided on the next page.)

Discuss how writing for a specific audience affects the choice of words, the tone of the piece of the writing, and the format used by the writer. As responses are given, fill in a class chart similar to the example provided.

ACTIVITY 1 (Continued)

AUDIENCE	LANGUAGE, TONE, AND STYLE	TYPES OF WRITING
self	very casual	diaries, journals
friends classmates other family members	informal language and style	friendly letters notes instructions messages
teachers principals	school language correct language accurate use of mechanics, usage, spelling, sentence structure	paragraphs essays reports plays poems short stories research papers
unknown persons: newspapers editors possible employers salespersons or companies political figures	formal style and language accurate use of mechanics, usage, spelling, sentence structure	business letters letters to editors news reports application forms articles letters of request letters to order items

441

442

ACTIVITY 2

Use activities such as the ones provided as assignments to be given over a period of time, so that students will have the experience of writing to different audiences for different purposes.

Examples:

1. Write letters to a given audience for a specific purpose:
    a. Get-well letters to a friend and to a principal (teacher, or others)
    b. Letters to a newspaper editor
    c. Letters of complaint to a department store
2. Write about the same real or imaginary event (a sporting event, an accident, or a storm) for two different audiences.
3. Write a message containing the same information in different forms to different audiences.
4. Select an audience and write descriptive or persuasive paragraphs or essays.

AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES

OUTCOME: 1. Write as a means of generating material for a written composition. Use material from the following types of writing: free-writing, looping, clustering, reporter's formula, listing, brainstorming, journal entries, problem solving, and note taking.

AREA: SPECIFIC PURPOSES AND OCCASIONS

OUTCOME: 1. Write to discover personal thoughts and feelings. Write the following types of compositions: free writing piece, journal writing, personal essay, friendly letter, personal response to literature, and poetry.

AREA: SPECIFIC AUDIENCES

OUTCOME: 1. Write for self. Write the following types of compositions: free writing piece, journal writing, and diary.

NOTES FOR THE TEACHER

Refer to WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 1, page 177.

446

445

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES
OUTCOME: 2. Use conversation to generate material for written compositions. Use material from the following sources: peer conferencing, interviewing, and class discussions.

NOTES FOR THE TEACHER

The time frame for these activities will vary. The main topic to be explored could be any one of interest to the students. In this case, the suggested topic is superstitions.

Activities include peer conferences to discuss items that would be helpful on a questionnaire, class discussions about the suggested items and the formulation of the interview form to be used, and the interviews and follow-up.

ACTIVITY 1: Preparing for the Interviews

Introduce the assignment by a discussion of superstitions.

Have a student locate the definition of superstition in a dictionary. Discuss, and then have students give examples of superstitions. Tell students that they will be asked to interview some persons about their superstitions. State that the first step will be to develop a questionnaire or interview form.

Divide the class into small groups. Ask each group to decide on the kinds of questions that should be asked the persons who are interviewed. Suggest that, in the interviews, students might try to find out about specific types of superstitions, such as those dealing with ladders, Fridays, sneezing, money, food, numbers, and wishing on specific animals. Give the groups 5-10 minutes to agree on questions for the interview form.

At the end of the specified time, lead a class discussion. Ask each group to share its suggested questions. Write the questions on the chalkboard or on a transparency. Combine similar questions. Lead a discussion about the merits of the questions, and arrive at a class decision about which ones should be on the interview form and in what order they should be asked.

ACTIVITY 2: The Interviews and the Booklets

Provide to students an interview form for each person to be interviewed. Lead a class discussion about certain points, such as the following:

1. the number of persons each student must interview (three to five),
2. the range of ages of the interviewees (from elementary school age to retirement age, for example),
3. the techniques of interviewing, and
4. the possibility of taping the answers and writing them on the form.

Direct the students to use what they have learned through their interviews to create booklets about superstitions for display in class and perhaps in the library media center.

Guidelines for each personal booklet might include:

1. an attractively decorated cover,
2. a title page,
3. a table of contents,
4. three to five pages containing a summary of an interview on each page neatly written in ink,
5. superstitions divided into categories with identified sources listed, and
6. illustrations of some superstitions.

Assign a date when all interviews must be completed. Arrange for very short individual conferences with students at intervals to check on progress.

Assign a date for booklets to be completed.

Have students show their booklets and share their most interesting interviews or the most interesting superstitions.

AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES
OUTCOME: 3. Use reading to gather material for written compositions. Use material from the following methods: taking notes, synthesizing material from sources, acknowledging sources within text, and reading casually.

NOTES FOR THE TEACHER

The activity described is a long-range process to be used in gathering information for a composition.

ACTIVITY

Before students begin to collect information for a composition, encourage them to try more than one method of taking notes. Provide a specific time for students to take notes in notebooks. Look over the results and suggest changes for improvement. Require the use of note cards for another assignment. Give specific instructions for students to follow about their notebooks or note cards. Remind the students that taking good notes helps the note taker focus attention on the most important or relevant information to be found in a selection and helps the writer remember the information for use at a later time.

Assign a report that requires some research using several sources. Provide guidance in selecting a topic. Have the students write possible topics, questions to be answered, or ideas to be included in their compositions. Explain that each topic, question, or idea should be investigated in more than one source. Direct students to write the information they collect on 3- by 5-inch index cards. Provide guidelines for taking the notes.

Example:

GUIDELINES FOR TAKING NOTES

1. Write a title or heading for each card.
2. Summarize each main idea or important related point.

ACTIVITY (Continued)

3. List under each main idea only the important supporting details.
4. Write in phrases and thoughts rather than complete sentences. Omit unessential words; however, use enough for the comment to be clear.
5. Pay attention to charts, diagrams, or illustrations. Summarize important information noted.
6. Look for transitional words to indicate importance and order of material read.
7. Number related information to show sequence.
8. Emphasize important information by underlining, drawing a star, or highlighting.

Ask students to write the source of the information on each card. Give directions for how the source should be identified. Suggest that textbooks may also be used as sources. Discuss how to show direct quotes.

Example:

Book: title, name of author, page number where information is found.

Explain how students will combine all cards containing information related to the same topic or idea; read all related information thoroughly; then synthesize the information on separate paper.

Have students outline the main points to be included in their papers. Provide guidance so that the points are arranged in logical order. Allow time for students to write the report. Provide time for revision and proofreading before evaluation.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING
LISTENING

STRAND: WRITING

AREA: MATERIAL FOR COMPOSITIONS FOR PARTICULAR PURPOSES AND AUDIENCES
OUTCOME: 4. Use listening to gather material for a written composition. Use material from the following types of presentations: lectures, media programs, and discussions.

STRAND: LISTENING

AREA: LISTENING COMPREHENSION
OUTCOMES: 1. Listen for and identify the main idea in a selection or a presentation.
2. Listen for and identify contrasts between important and unimportant ideas in a selection or a presentation.

AREA: ATTENTIVE LISTENING
OUTCOMES: 1. Identify distractions that would prevent attentive listening.
2. Demonstrate the ability to pay attention although in disagreement with what is being said.
3. Demonstrate the ability to withhold disagreement or questions until the appropriate time to speak.

NOTES FOR THE TEACHER

The activity presented may be used as an introduction to research that could take place during other class periods, at night, or on weekends. Some teacher preparation is required before class time.

ACTIVITY

Lead a classroom discussion about the value of being a good listener. Suggest characteristics of a good listener.

ACTIVITY (Continued)

Examples:

CHARACTERISTICS OF A GOOD LISTENER

1. Has a purpose for listening
2. Thinks while listening
3. Is not distracted from listening
4. Controls emotions although in disagreement with what is being said
5. Recognizes his responsibilities to the speaker
6. Is courteous

Discuss possible noises or other distractions that can prevent attentive listening, such as unrelated noises in the background, loud music on a radio in the same room if watching a television program, poor sound system, and inattentive persons around the listener.

Assign students a composition to write using information gained from listening to a lecture, a television program, or a discussion. Have students take notes in journals or notebooks, drawing a vertical line down each page of their journals/notebooks so that there are two columns. Ask students to take notes in the right column and leave the left column free for their personal reactions, comments, or questions. Discuss the type of composition to be written, such as a summary of a debate, a report on a drama, or a report on a political speech.

Provide guidelines to be followed when students collect information by listening to a presentation.

Example:

GUIDELINES FOR LISTENING AND TAKING NOTES

1. Identify the speaker(s), the topic, and the date.
2. Concentrate on exactly what is said. Write important, relevant information. Ignore unimportant, irrelevant information.
3. Pay attention to how the words are said.
    a. Note voice intonation and stress.
    b. Note gestures made.
    c. Note facial expressions.

ACTIVITY (Continued)

4. Listen for main ideas. Write them down.
5. Listen for supporting details. Write them down.
6. Pay attention to any visual aids. Write main points.
7. Listen for signal words such as first, next, as a result, because of, and finally. Write relevant information that follows.
8. Listen and separate facts from opinions. Write facts.
9. Listen and recognize bias, propaganda, and prejudice. Don't write such information.
10. Listen to determine the speaker's purpose.
11. Listen and adapt the material presented to the particular need for the assignment.
12. Go back over notes. Add clarification where needed. Write comments in the column on the left.

Discuss with the students how to organize the information collected into the format of the report or composition that was assigned. Have students turn in their notes with the composition. Provide feedback on both.

LANGUAGE ARTS
GRADES 7&8
STRAND: WRITING

AREA: MATERIALS ARRANGED TO PRODUCE COMPOSITIONS
OUTCOME: 1. Produce cohesive writing through careful attention to the types of writing and to the arrangement of words, sentences, and paragraphs.

AREA: SPECIFIC PURPOSES AND OCCASIONS
OUTCOME: 4. Write to explain or give factual information. Write the following types of compositions: narrative of an observed event, biographical report, news article, research report, and process essay.

NOTES FOR THE TEACHER

Refer to WRITING: SPECIFIC PURPOSES AND OCCASIONS; OUTCOME 4, page 187.

AREA: MATERIALS ARRANGED TO PRODUCE COMPOSITIONS
OUTCOME: 2. Produce cohesive writing through the use of research notes, imitation, and outlining.

AREA: FORMAL OUTLINE FOR EXPOSITORY/ARGUMENTATIVE COMPOSITIONS
OUTCOMES: 1. Write topic outline (s).
2. Write sentence outline (s).
3. Write a topic or a sentence outline based on readings for research purposes.

NOTES FOR THE TEACHER

Refer to WRITING: FORMAL OUTLINE FOR EXPOSITORY/ARGUMENTATIVE COMPOSITIONS; OUTCOMES 1, 2, and 3, page 232.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOME: 1. Select the arrangement for sentences or pictures that gives the ideas, sentences, and written directions either in the best order to make a good paragraph or in a logical order.

NOTES FOR THE TEACHER

The purpose of these activities is to show the importance of organizing ideas, sentences, and written directions in logical order.

For Activity 1, a model paragraph is needed, one composed by the teacher or taken from a textbook, a literature book, a magazine, or a library book. The paragraph should be well written, containing transitional phrases, at least three supporting details, a topic sentence as an introductory sentence, and an effective concluding sentence.

The paragraph should be typed or printed in individual sentences before class time. The sentences could be typed on a page in a scrambled order. The page containing the randomly arranged sentences could be photocopied for students. Scissors should be available.

For Activity 2, a specific action such as brushing teeth, polishing shoes, or preparing a dish is demonstrated before the class. Actions should be carefully sequenced before class time.

ACTIVITY 1

Give a copy of the randomly arranged sentences of a paragraph to each student. Direct the students to arrange the sentences so that they are in logical order and make a good paragraph. Ask the students to cut the individual sentences apart and to rearrange them according to a prepared outline such as the example given.

ACTIVITY 1 (Continued)

Suggested Title

Topic sentence

Supporting statement
Supporting statement
Supporting statement
Supporting statement (Add more if needed.)

Concluding sentence

Vary the complexity of the model paragraph and of the outline to be used according to the grade level and the abilities of the students.

Discuss the appropriate arrangement of the sentences.

ACTIVITY 2

Have a specific process demonstrated to the class. Ask students to take notes on the steps involved in the action. After the demonstration is concluded, direct the students to arrange the steps into a short paragraph. Emphasize the importance of the correct sequence of the steps as well as the use of transitional words and phrases such as "first," "next," and "finally." Have some of the paragraphs read to the class. Lead the class to select the best examples.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING

OUTCOMES:
2. **Write a paragraph with one topic and supporting details, and provide an appropriate title.**
3. **Identify the best introductory or concluding sentence.**

NOTES FOR THE TEACHER

The purpose of this activity is to encourage students to develop skills in written composition. The activity is centered on a descriptive paragraph.

Designate time for writing. Consider setting aside time for writing three to five times a week. Start a writing folder for each student at the beginning of the school year. Share a student's development in writing with the student and with parents.

Develop a card file of writing activities that are successful and motivational. Collect examples of good descriptive writing from articles, stories, or books. Collect pictures of places for use in the activity.

ACTIVITY

Discuss good paragraph writing with the students. Provide some directions such as the following:

1. Use a topic sentence to state the main idea of the paragraph.
2. Provide enough specific details to support the main idea.
3. Use only relevant details.

ACTIVITY (Continued)

4. Provide specific details through the use of one of these methods:
    a. Giving examples
    b. Supplying reasons
    c. Comparing by stating similarities
    d. Contrasting by stating differences
    e. Comparing and contrasting
    f. Showing cause and effect

5. Organize the details in logical and sequential order:
    a. Chronological order--sequence in time
    b. Order of importance--from the least to most importance
    c. Spatial order--position in space: near to far, on the left, and others

6. Use a concluding sentence.

7. Provide an appropriate title that tells what the paragraph is about.

Discuss an article from a current news magazine or an excerpt from a literature book or library book which provides a vivid description of an event, a person, or a place. Write the model on a transparency or on a chart tablet, and identify the introductory sentence, the supporting details, and the concluding sentence. Identify good sensory details which make the paragraph become a word picture.

Collect pictures of places from magazines, comic pages, newspapers, and other resources. Give one picture to each student. Have students list all of the words or phrases they can to describe the place portrayed in the picture. Remind students to use sensory details, such as those related to sight, sound, and smell. Suggest they use adjectives to make the description more specific. Have them write sentences which incorporate those descriptive words. Ask them to combine the sentences in some type of logical order so that a good paragraph is written. Remind them to use a good introductory sentence and a good concluding or summing-up sentence. Have students write appropriate titles for their paragraphs.

Allow some students to read their paragraphs to the class. Discuss possible introductory and concluding sentences. Let the class decide on the best introductory and topic sentences written. Discuss the best titles selected.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOMES:
4. **Include in a message only the information that is necessary and relevant.**
5. **Recognize the necessary information that is missing from examples of written messages, notices, advertisements, or announcements.**

NOTES FOR THE TEACHER

The purpose of both activities is to emphasize the importance of being clear and concise when writing to give specific information.

Prior to the first class session, prepare slips of paper that give the general type of message to be written by the students. There should be as many slips as there are students in the class. The slips of paper could be separated into groups of four or five if teams are used.

Prior to Activity 2, collect many examples of various advertisements, notices, and announcements of community or state events.

ACTIVITY 1 - OUTCOME 4

Review with students the information that should be included in a well-written message. Suggest that students ask questions such as the following to ensure that a written message contains all necessary information:

WHO is involved; and/or WHAT is going to happen or has happened?
WHEN will something take place; or WHEN did something happen?
WHERE will something take place; or WHERE did something happen?
HOW or WHY will something take place; or HOW or WHY did something happen?

Remind students that no other information should be included.

ACTIVITY 1 (Continued)

Write the following on the chalkboard:

WHO? ______________________________
WHAT? ______________________________
WHEN? ______________________________
WHERE? ______________________________
HOW OR WHY? ______________________________

Divide the class into groups of four or five students. Give each group an envelope containing the slips of paper prepared earlier. Direct each student to draw one of the slips of paper giving the kind of message to be written. Tell each student to organize the information to be included in the message by copying the form written on the chalkboard and filling in the blanks. Direct students to use the information to write a good message. After messages have been written, have the students within the groups critique each message by using the form on the chalkboard and by adding another question:

> Does the message contain any information that is not necessary or is not relevant?

Remind students that this kind of information should be deleted from the message.

Have students correct their messages and copy them neatly. Collect the messages. Return messages that need further corrections to the students.

Display well-written messages on the bulletin board.

Suggested types of messages:

- Meeting of a school club
- Meeting of a scout group
- Party held by a student

ACTIVITY 2 - OUTCOME 5

Review with students the information that should be contained in any message. Distribute examples of advertisements, notices, announcements, and messages. If necessary, allow students to work in small groups. Ask them to read the examples carefully to see if any necessary information is missing.

Suggest that the questions provided in Activity 1 can be altered when looking at advertisements.

Example:

WHO is selling something?
WHAT is being sold? WHAT sizes and colors are available?
WHEN is it being sold?
WHERE is it on sale?
HOW MUCH will it cost?

Provide time for students to read the materials carefully. Have each group report on the examples they were provided, stating any needed information that had been omitted.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING

OUTCOME: 6. Write different types of paragraphs (process, cause and effect, comparison or contrast, and combination of methods) with topic sentences, adequate development, supporting evidence, concluding sentences, unity, and coherence.

NOTES FOR THE TEACHER

These activities provide practice in writing different types of paragraphs.

Displays showing transitional words and phrases are needed for bulletin boards or walls.

ACTIVITY 1

Review with students that a paragraph which explains how to do something (a process) is written to show step-by-step order: telling what to do first, what to do second, what to do step-by-step until the final result is reached.

Discuss appropriate transitional words and phrases which may be used in an explanatory (process) paragraph. Display possible transitional words such as the following:

first
second
third
next
last

now
then
until
while
finally

at first
to start with
the next step
at the same time
at last

ACTIVITY 1 (Continued)

Allow students to choose a topic from a list such as the following:

Setting Up Camp
Driving a (Brand Name Motorcycle)
Changing Oil
Baking Chocolate Chip Cookies
Playing (an invented game)
Applying Make-up
Hemming a Skirt

Have students list the steps to be followed in order to complete the selected process. Remind them to be clear and very specific. Direct students to use the list of steps to write a paragraph. Remind them to select and use transitional words or phrases to show the step-by-step order. Suggest that a good concluding sentence should wrap up the paragraph.

Divide the class into small groups. Have the students read their paragraphs to be critiqued by their small group. After paragraphs are revised, collect them for evaluation. Display some good examples.

ACTIVITY 2

Review the characteristics of a well-written paragraph. Remind students that one effective way to develop a paragraph is by comparing or contrasting objects, places, or people. Review the meanings of comparison (noting similarities) and contrasting (noting differences). Provide a list of topics for students to consider. Have students select a topic from the list or use another topic and write a paragraph comparing, contrasting, or comparing and contrasting two objects, places, or persons.

Examples of topics: My former school and my present one
Country music and rock
Elvis and Michael

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOME: 7. Write different types of compositions (descriptive essays, narrative essays, expository essays, and persuasive writing) with adequate development, unity, and coherence.

NOTES FOR THE TEACHER

Before students can be expected to write good compositions which contain several paragraphs, they must understand how to write one paragraph which is about only one main idea; is organized logically using chronological order, least important to most important order, or spatial order; uses transitional words and phrases so that the writing flows from one thought to the next; and has good introductory and concluding sentences.

Models for students to follow in writing essays should be prepared before class time.

ACTIVITY

Explain to students that a composition (essay) is similar to a paragraph in the following ways:

A composition and a paragraph are written about only one main idea.
Transitional words and phrases are used in both to link thoughts together.
Both have an introduction and a conclusion.

Explain that a composition is composed of several paragraphs, all written about one main idea. Explain that good writers go through a thinking stage before they actually try to write the final product. Brainstorm with the class, and ask them to list topics about which they have definite opinions. Write the topics on the chalkboard as they are given. Discuss the topics briefly. Inform the students that they are to write a persuasive paper. Explain what this means.

Prepare a model for an individual brainstorming activity. Ask students to use such a model to get their thoughts together during this prewriting stage. Discuss the steps to be followed as shown on the model.

ACTIVITY (Continued)

Examples of a prewriting model:

Possible title: ________________________________ (Do this last.)

My Opinion: ____

One reason or example: ____
Supporting sentence(s): ____

Another reason or example: ____
Supporting sentence(s): ____

Another reason or example: ____
(May not be needed)
Supporting sentence(s): ____

Conclusion: (Summary or restatement). ________________________________

Give students time to think and to write the suggested statements. Allow time for them to share ideas with other students so that they might clarify their ideas. Go over their models and offer suggestions.

During the actual writing stage, go over the format of a composition. Explain parts of a good essay.

Example of a writing model:

First paragraph: gives an introduction to the paper, states the writer's opinion, and shows what the paper is about.

Second paragraph: gives the least important reason or example, plus supporting sentence(s). (Part of the body)

Third paragraph: gives a more important reason or example, plus supporting sentence(s). (Part of the body)

(The number of paragraphs will vary. More than one reason or example may be placed in the same paragraph, depending on the number of supporting statements given.)

ACTIVITY (Continued)

Next: (Part of the body) gives the most important reason or example, plus supporting sentence(s).

Last paragraph: gives the conclusion, which may be a summary of what has been written or a restatement of the opinion.

Allow time for revision.

Remind students to write, then rewrite; organize and re-organize; revise and check spelling, punctuation, capitalization, and sentence structure.

Emphasize that good writing demonstrates the following:

a. Unity (The writing centers on one main idea. All sentences are related.)

b. Clarity (The meaning is clear to the reader.)

c. Coherence (The writing is arranged in a logical order: from least important to most important, chronological order, or spatial order. One thought flows into another through the use of transitional words and phrases.)

Allow students time to discuss their compositions with other students and make revisions until they are satisfied with their compositions.

"Publish" good compositions in class newspapers, on bulletin boards, or in class books.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOME: 8. Write creative works (short story, poem).

NOTES FOR THE TEACHER

Models for writing stories and poems should be prepared for those students who need direction and guidance.

For Activity 3, pictures of people should be collected from advertisements or stories in magazines or newspapers.

ACTIVITY 1: Japanese Poetry

Display examples of Japanese poetry. Explain characteristics of a poem written in Haiku:

HAIKU has three short lines or phrases.

Line 1 has 5 syllables;
Line 2 has 7 syllables;
Line 3 has 5 syllables.

Example:

Spring

Awakening world (5 syllables)
Rainbow colors and sweet smells (7 syllables)
Beautiful promise! (5 syllables)

TANKA has the same form for the first three lines as Haiku, then adds two more lines.

Line 1 has 5 syllables;
Line 2 has 7 syllables;
Line 3 has 5 syllables;
Line 4 has 7 syllables;
Line 5 has 7 syllables.

ACTIVITY 1 (Continued)

Example:

Best Friend

Talking, listening (5 syllables)
Sharing my doubts and worries, (7 syllables)
Laughing at my jokes, (5 syllables)
Refusing to leave me out. (7 syllables)
How glad I am to know you! (7 syllables)

Write a class poem with the students as a cooperative effort. Have each student write a poem to be shared with class members. Encourage students to consider each word carefully so that the language used is precise as well as colorful.

"Publish" the poems in class booklets, on bulletin boards, or in class newspapers.

ACTIVITY 2: Name Poems

Ask students to learn more about themselves by completing certain sentence starters.

Example:

Me

I really enjoy ____________________
My favorite foods are ____________________
I am upset most when ____________________
I am happiest when ____________________
Three places I would like to visit are ____________________
Three people I most admire are ____________________
____
I admire these people because ____________________
____
If I had three wishes ____________________
____
My favorite treasures are ____________________
____
My weaknesses are ____________________
My strengths are ____________________

ACTIVITY 2 (Continued)

Have students print their first names in fancy capital letters down the left side of a piece of paper. Direct each student to write after each letter a word or phrase or several words that describe the student and also start with the letter at the beginning of the line. Suggest the use of a dictionary or a thesaurus.

Example:

J - jaunty, joyous, jolly
O - open, observant, outdoorsy
S - sharing, solving, seeking
H - humorous, helpful, happy.

ACTIVITY 3

Tell students that it is helpful before the actual writing of a story to follow certain steps, such as the following:

Step 1: Create each character:
  a. Describe physical characteristics.
  b. Think about each character's feelings, actions, and way of speaking.
  c. Think about another character's reactions to the character.

Step 2. Create a setting:
  a. Decide where the story takes place (the specific location).
  b. Decide when the story takes place.

Step 3. Create a plot:
  a. Select a problem to confront the main character or another character.
  b. Decide on attempts to be made to solve the problem.
  c. Decide on the way the problem will be solved.

Allow each student to select a picture from the collection previously prepared. Ask each student to use the "person" as the main character in the story to be written. Direct students to follow the steps and write a short story. Provide story starters if needed.

483 494

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOMES: 9. Write friendly or business letters in proper form. (7)
13. Identify in a business or friendly letter any part of the letter that does not belong and any part of the letter that might have been omitted.

AREA: PUNCTUATION
OUTCOME: 9. Identify correct punctuation and capitalization in a business or friendly letter.

NOTES FOR THE TEACHER

In order for students to master letter writing using the correct form and punctuation, a variety of experiences in writing letters and evaluating the writing of other students should be provided. A classroom project that is ongoing throughout the school year will help students learn to write business and friendly letters that use correct form, punctuation, and capitalization, and are also interesting to read.

A large cardboard box should be shaped and decorated as a United States mailbox. At the beginning of the activity, displays should be arranged of models of correctly written business and friendly letters and their envelopes. The parts of the letters should be identified, and correct punctuation and capitalization should be highlighted in some way.

ACTIVITY

Introduce the activity by a review of correct letter forms. Discuss with students the displayed models of a business letter, a friendly letter, and a correctly addressed envelope for each.

Have each student write a letter, sign it, fold it, address it for mailing, and then "mail" it in the mailbox. Assign this for homework or classwork.

ACTIVITY (Continued)

On a scheduled day, have a student remove the letters and deliver one to all students who had written one previously. Ask each student to read and evaluate the letter as to correct form, punctuation, capitalization, and content. Have the students return the letters to the writers who then will make needed revisions.

Collect the letters. Note errors still present. Make transparencies or use an opaque projector to show errors made in form, punctuation, capitalization, sentence structure ,and content. Use students' own letters as the basis for teaching and for class discussion.

Share the most interesting letters with the class. Display some of the well-written letters on the bulletin board.

Use this assignment weekly at first, then less frequently as time permits.

Suggestions for letters:

1. You live on the moon. Write a letter to the manager of a grocery store in your city requesting a ten years' supply of a soft drink.

2. You are a spider. Write a letter to the manager of a department store requesting information about buying knit shirts having eight sleeves.

3. Write a letter to the president of a car company to complain that your new car moves only sideways.

4. Your extremely rich grandmother has sent you several birthday gifts. The shoes are ugly and are two sizes too small. The clothes fit, but they were fashionable twenty years ago. You love your grandmother, and you don't want to hurt her feelings. Write her a thank-you note.

5. Write a letter to your favorite relative. Try to convince this relative to invite you for a visit during your next vacation.

6. Write a letter to Jack Frost, complaining about the trouble he caused during a recent visit.

7. Write a letter to your teacher, suggesting that students be allowed to celebrate a holiday each month.

ACTIVITY (Continued)

8. You are a fish. Write a letter to some responsible person, requesting that the citizens clean the lake water.
9. Write a letter to the manager of a business, requesting a summer job.
10. Write a letter from an animal, requesting better treatment.

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
READING/LITERATURE

STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOMES: 10. Fill out school-related forms. (7)
11. Recognize the correct information needed to complete printed forms.

STRAND: READING/LITERATURE

AREA: VOCABULARY DEVELOPMENT
OUTCOME: 3. Identify the literal meanings of words and phrases that are located on various forms, schedules, labels, and applications.

AREA: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES
OUTCOME: 6. Complete various forms and application blanks.

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: LOCATE MATERIALS/READ FOR PRACTICAL PURPOSES; OUTCOME 6, page 137.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOME: 12. Use the proper form to write a request for information and a letter to the editor.

NOTES FOR THE TEACHER

These activities should be presented after the correct format of business letters has been introduced.

Activity 1 presents a request for information. Activity 2 presents a letter to the editor.

ACTIVITY 1

Ask the students to write a letter requesting information. Remind them that a letter of request is one kind of business letter and must be written using the format accepted for business letters. (If possible, make the assignment a part of a research report requiring information that can be obtained in such a manner.)

Provide guidelines for students to use while they write the letters, as well as while they revise and proofread the first drafts.

Example:

GUIDELINES FOR A LETTER OF REQUEST FOR INFORMATION

STEP 1: Gather all details and facts that should be included in the letter.
STEP 2: Word the request so clearly that the reader knows the exact information wanted.
STEP 3: Make the letter short and to the point.
STEP 4: Make the letter businesslike.
STEP 5: Be courteous.
STEP 6: Include only relevant information.
STEP 7: Check usage, punctuation, capitalization, and spelling.

ACTIVITY 1 (Continued)

After letters have been written, have students exchange letters. Have students use the guidelines to proofread the letters. Allow time for discussion between the writer and the reader. Then, have students revise the letters before evaluation.

ACTIVITY 2

Create a class Editor's Page. Ask each student to write a letter to the editor. Remind students that a letter to the editor is another type of business letter and must be written in the format accepted for business letters. Tell students that the letters will be put on display as part of the class Editor's Page.

Provide guidelines for students to use while they write the letters, as well as while they revise and proofread the final drafts.

Example:

GUIDELINES FOR A LETTER TO THE EDITOR

STEP 1: Determine the opinion to be expressed by the letter:
  a. Decide what is to be complained about, or
  b. Decide who should be complimented.
STEP 2: Gather all the facts and details that should be included in the letter.
STEP 3: Word the letter clearly and to the point.
STEP 4: Be careful not to be too critical or too complimentary.
STEP 5: Make the letter businesslike.
STEP 6: Be courteous.
STEP 7: Use specific facts and examples to support the expressed opinion.
STEP 8: End a letter of complaint by offering suggestions for improvement.
STEP 9: Check sentence structure, usage, punctuation, capitalization, and spelling.

After letters have been written, have students exchange letters. Ask them to use the guidelines to proofread the letters. Allow time for discussion between the writer and the reader. Then, have students revise the letters before evaluation.

AREA: FORMAL OUTLINE FOR EXPOSITORY/ARGUMENTATIVE COMPOSITIONS
OUTCOMES:
1. **Write topic outline(s).**
2. **Write sentence outline(s).**
3. **Write a topic or sentence outline based on readings for research purposes.**

AREA: MATERIALS ARRANGED TO PRODUCE COMPOSITIONS
OUTCOME:
2. **Produce cohesive writing through the use of research notes, imitation, and outlining.**

NOTES FOR THE TEACHER

This is a long-range activity designed to be presented after students have been given instruction in note-taking techniques.

ACTIVITY

Explain to students that there is a need for a plan of organization during research when the information will be used in a composition or report. State that this plan of organization is called an outline. Stress that details in an outline should be arranged from the general to the specific.

Present a format to be used in making an outline.

Example:

Subject:	Write the thesis statement or controlling idea.
I. Topic	First: List the major topic of the composition.
A. Subtopic	Then: List a major subtopic.
1. Supporting detail	Next: List a supporting detail.
a. Specific example	Then: List an example.
b. Specific example	List another example.
2. Supporting detail	Next: List another supporting detail.
a. Specific example	Then: List an example.
b. Specific example	List another example.

ACTIVITY (Continued)

Example (Continued):

B. Subtopic	Then: List a major subtopic.
1. Supporting detail	Next: List a supporting detail.
a. Specific example	Then: List an example.
b. Specific example	List another example.
2. Supporting detail	Next: List another supporting detail.
a. Specific example	Then: List an example.
b. Specific example	List another example.
	Then: List another major subtopic.

CONTINUE AS NEEDED.

Explain that in a topic outline the topics to be covered in the piece of writing are stated in words and phrases. State that this type of outline is used in preparing to write short compositions.

Continue by stating that in the sentence outline the major points to be covered in the piece of writing are written in complete sentences as are the important supporting details.

Assist students in selecting a general subject for a composition. Encourage them to narrow the topics until each student selects a very specific topic for reading and research. Have each student discuss his topic and decide what is to be the main idea of the composition and what possible details and examples would support the main idea. Ask students to make a working outline to follow as the reading or research goes on.

Remind students to take good notes and arrange the information written in the notes by following the working outline.

Stress that the final outline will probably change when all information has been gathered.

Ask students to write a first draft, using an introductory paragraph, using transitions between paragraphs, and using a concluding paragraph. Stress the need for revision and proofreading.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: TRANSITIONS--UNITS OF DISCOURSE
OUTCOME: 1. Use transitional words or phrases within or between units of writing such as sentences and, especially, paragraphs.

NOTES FOR THE TEACHER

A list of some transitional words or phrases is needed for students prior to the introduction of this activity.

Activity 2 should follow Activity 1. Activity 2 requires the use of a literary selection that contains some effectively used transitions between paragraphs.

ACTIVITY 1

Explain that a transitional word or phrase is a word or phrase placed at or near the beginning of a sentence or paragraph to indicate its relationship to the preceding sentence or paragraph. Stress that the use of these linking expressions makes writing clearer.

Discuss some transitional words or phrases that can be used to link ideas in students' writing. Provide a list of some transitions.

Example:

TRANSITIONAL WORDS AND PHRASES

1. Some transitional expressions indicate time:

first
second
later
next
finally

before
after
during
prior to
until

meanwhile
yesterday
today
now
tomorrow

soon
later
as soon as
when
then

last
next week
afterward
immediately

ACTIVITY 1 (Continued)

2. Some transitional expressions indicate location:

above
under
across
among
around
back of
behind
below
beneath
beside
between
beyond
in front of
inside
near
on top of
outside
throughout
under

3. Some transitional expressions summarize:

finally
in conclusion
on the whole
consequently
thus
therefore
due to
in summary
to sum up

4. Some transitional expressions compare two things:

likewise
in the same way
similarly

5. Some transitional expressions indicate differences (contrast):

but
however
yet
nevertheless
on the other hand
still
although
otherwise

6. Some transitional expressions indicate cause and effect:

as a result
therefore
thus
accordingly
hence
otherwise
consequently
for this reason

7. Some transitional expressions indicate that information is being added:

again
also
another
and
and then
for instance
besides
furthermore
for example
in addition
likewise
finally
moreover
next
together with

ACTIVITY 1 (Continued)

Write several sentences on the chalkboard or on a transparency. State that the blanks within or between the sentences indicate where transitional words or phrases are needed. Allow students to fill in the blanks independently. Discuss possible answers when all have completed the activity.

Ask students to write sentences using at least two transitional expressions from each group. Allow students to write examples on the chalkboard. Explain the correct use of semicolons and commas or the need for separate sentences to be used.

Example:

Fill the blanks with appropriate transitions. (Possible answers are given. Answers may vary.)

1. First, Debra got out the pan. _____ she filled it with water. (Next)
2. It rained all day on Saturday; _____, Hank decided not to walk in his woods. (therefore)
3. Jonathan is an excellent basketball player. __________, he gets to play in every game. (As a result)
4. Mr. Andrews was told to exercise regularly; _____, he never seems to find time to go to the gym. (however)
5. I thought that I would never get to school. __________ my car were at least three cars that were creeping along. (In front of)
6. __________, I would like to point out the major goals listed in the paper. (In summary, or In conclusion, or Finally)

ACTIVITY 2

Stress the importance of using transitional expressions to link paragraphs in longer pieces of writing. Ask students to locate effectively used transitions in a literary selection. Discuss why the transitions make the writing clearer.

Ensure that the students include the use of appropriate transitions in their checklists for revising and proofreading.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: DICTION FOR PURPOSES WITHIN A COMPOSITION
OUTCOME: 1. Incorporate into compositions effective vocabulary gained through reading, word study, and dictionary usage.

NOTES FOR THE TEACHER

The activities contained represent long-range, ongoing class projects that should result in extensive vocabulary development. As more word meanings are understood and the use of a dictionary and a thesaurus become habitual, any use of language is benefited.

ACTIVITY 1: DEVELOPING A THESAURUS

Collect overused words from students' writing. Write one of the words on the chalkboard. Direct students to think of more exciting, colorful words to use instead of the overused word listed. Have students begin personal thesauri by writing the overused word at the top of a page in a notebook and listing the more colorful alternatives under it. Provide a list of tired, stale words for students to write on separate pages of their notebooks. Allow time for discussing and sharing ideas. Explain exciting words when they occur in class reading, and encourage their addition to the personal thesauri.

Assign a composition. Direct students to avoid all tired, vague, overused words. Suggest that students use their personal thesauri or a large class one. Have students exchange their pieces of writing with partners to look for stale words before the writing is evaluated. Allow time for this procedure, as well as time for the writers to make needed revisions.

ACTIVITY 1 (Continued)

Example:

ALTERNATIVES FOR STALE, TIRED, OVERUSED WORDS

Said

shouted
exclaimed
yelled
screamed
whispered
sputtered
gasped
twittered
muttered
roared

Went

jogged
skipped
staggered
crawled
marched
raced
ambled
strolled
hobbled
shuffled

ACTIVITY 2

Write a cliché such as "a little bird told me" on the chalkboard. Under the cliché, write the statement again using synonyms for certain words, such as: " A small robin announced to me." Discuss the value of synonyms to vary how things are stated.

Provide a list of clichés to the students. Ask the students to use a thesaurus or dictionary to find synonyms for some of the words in each cliché. Provide several thesauri and dictionaries if possible.

Divide the class into two teams. After the search for synonyms has been completed, ask a member of each team to write a disguised cliché on the chalkboard. The other team will have one minute to identify the cliché.

Encourage students to watch for these clichés in their reading and to avoid them in their writing.

Examples of clichés:

a finger in every pie
alive and kicking
all thumbs
as the crow flies
at the end of my rope
bull headed
bury the hatchet
by hook or by crook
by the skin of his teeth
can't carry a tune in a bucket

ACTIVITY 2 (Continued)

Example (Continued)

a wolf in sheep's clothing
barking up the wrong tree
beating around the bush
be at loose ends
bite your tongue
born with a silver spoon in one's mouth
building castles in air

chip off the old block
cost a pretty penny
cook one's goose
eat your heart out
fall head over heels in love
frog in one's throat
hair standing on end

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: RESEARCH REPORTS AND PAPERS

OUTCOME: 1. Incorporate and summarize material from sources such as encyclopedias, articles, and interviews, and put into own words for research reports and papers.

NOTES FOR THE TEACHER

Activity 1 requires students to do research. Research time in the library should be arranged for students, or access to encyclopedias and other reference materials should be provided. Prior to class time, a list of at least 40 inventions and their inventors should be prepared. The names of each invention and its inventor should be written on a piece of paper. A list of some inventors and their inventions is provided.

Activity 2 involves the use of interviews to gather material.

ACTIVITY 1

Have each student select one piece of paper on which is written the names of an invention and its inventor. Ask each student to locate and read relevant material about the assigned inventor and invention, write a short report about them using student's own words, and create a simple illustration of the invention. Suggest what the report should include, such as some information about the inventor, the date of the invention, how or why the invention was developed, its uses, and the importance of the invention when invented and today. Provide a time line for completion of the project and guidelines to be followed in writing the report.

ACTIVITY 1 (Continued)

Examples of inventors and their inventions:

Inventor	Invention
Thomas Jefferson	dumbwaiter
Elias Howe	sewing machine
Samuel F. B. Morse	telegraph
Robert W. Bunsen	Bunsen burner
Jacques Brandenberger	cellophane
Louis and Jacques Brequet	helicopter
Alexander Graham Bell	telephone
Orville and Wilbur Wright	airplane
Thomas Edison	phonograph
Thomas Edison	electric light
Elisha Otis	safety elevator
Galileo	thermometer
John Deere	steel plow
John McAdam	macadem pavement for roads
William Henry Fox Talbot	photograph
George Stephenson	locomotive engine
Carl Benz	gasoline automobile
David Bushnell	submarine
William Burroughs	adding machine
Kirkpatrick Macmillan	bicycle
Alfred B. Nobel	dynamite
Bartolommeo Cristofori	piano
Samuel Colt	revolver
Benjamin Franklin	lightning rod
Benjamin Franklin	bifocal glasses
King C. Gillette	safety razor
Whitcomb L. Judson	zipper
John S. Thurman	vacuum cleaner
Edwin H. Land	Polaroid camera
Joseph Glidden	barbed wire
Hans Lipershey	telescope
Charles Pravaz	hypodermic needle
Rudolph Diesel	diesel engine

ACTIVITY 2

Write the word poll on the chalkboard. Define the word as "a canvassing of a selected or random group of people to collect information, or to attempt to discover public opinion . . ." (Webster's New World Dictionary, Second College Edition, 1980)

ACTIVITY 2 (Continued)

Ask students to discuss polls about which they have heard or read, such as during elections. Emphasize that conducting a poll is an effective way to gather information. State that conducting a poll is usually done through interviews. Ask students to think about some of the topics they could canvass or survey in their school to determine the opinions of their classmates. Some possible topics are as follows:

What is your favorite television show?
- movie?
- actor/actress?
- food?
- color?
- school subject?
- week-end recreation?
- car?
- dream vacation?
- videotape?
- dessert?

From the suggestions made, develop (with the class) an interview form. Have students use the form to interview as many students as they can within a designated time frame. Set a minimum number of students to be interviewed. Tell students to use the information that they gather to write a report that reflects the result of their research poll or survey. Provide some suggestions about conducting the survey or poll and about the format of the report.

Example of guidelines:

1. Conduct interviews before school, within the class, after school, during lunch, or by telephone.
2. Have students interviewed sign their names on the forms.
3. Conduct, at the least, the assigned minimum number of interviews.
4. Consider surveying and reporting results by grade levels.
5. Report such results as the television show named the favorite by the most students. Mention the show next in line.
6. Write the results in report form. Use as many paragraphs as needed.
7. Submit the report along with all interview forms at the designated time.

AREA: RESEARCH REPORTS AND PAPERS
OUTCOME: 2. Document sources by using prescribed forms such as quotations, bibliographies, and footnotes to avoid plagiarism.

NOTES FOR THE TEACHER

This activity may be used in conjunction with other activities involving the writing of reports and papers.

Present guidelines to students before the actual use of documentation of sources cited in a report. The forms to be used should fit accepted forms of documentation.

ACTIVITY

Discuss the importance of accurate and thorough documentation of sources when information is included in a report.

Caution students to avoid plagiarism--the taking of ideas, statements, opinions, conclusions, or writings of another person and passing them off as one's own.

Stress that exact words from a writer must be quoted, using quotation marks and a footnote to identify the writer and the source.

Provide guidelines for forms to be followed if students are expected to use footnotes in the body of a report.

ACTIVITY (Continued)

Example forms for footnotes:

author's name (first name first)	title of book	publishing data (city, publisher, date of publication)	page(s)
[1]Barbara B. Brown,	Alabama's Reunion.	(Montgomery: Mitchell, 1989)	35.

author's name	title of article	title of book or magazine	publishing data	page(s)
[2]Rosemary M. Autrey,	"The Caring Parent,"	in Childhood Needs.	(Huntsville: Donald, 1988)	121.

Provide guidelines for the forms to be followed if students are expected to list a bibliography at the end of a research paper. Identify a bibliography as a list of books, articles, and other sources that are used in locating information used in the report. Remind students to list their sources in alphabetical order by the author's last name.

Suggested forms for bibliography:

author's name	title of book	publishing data (city, publisher, date of publication)
Patrick, Linda H.	Creative Teaching.	Birmingham: Jeff, 1988.

author's name	title of article or chapter	title of book or magazine	Publishing data (city, publisher, date of publication)
Hooper, Joshua W.	"Winning Games."	Video Digest.	Atlanta: Gann, 1987.

Write examples of possible sources used in locating information for a report. Ask students to practice documenting the sources by using the forms presented to them.

ACTIVITY (Continued)

Example:

How should this source be documented as a footnote in the body of a research paper?

An article by Elizabeth C. Johnson was located in the magazine Adventures. The title of the article is "Finding Time to Read." The publisher is Emens and Sons. The company is located in Nashville, Tennessee. The article appeared in the issue of the magazine that was published in 1988. The article is on pages 12-15.

How should these two sources be listed in the same bibliography of a report?

An article by Dorothy N. Henry in the magazine Sports for Girls is a source. The title of the article is "Tips for Better Diving." The publisher, located in Miami, Florida, is Atchison Incorporated. The magazine used was published in 1987.

A book entitled Beautiful Blooms is a source. The author is Nalda I. Evans. The publisher is Davis Brothers Company, located in Atlanta, Georgia. The book was published in 1986.

Possible Key:

Footnote

[1] Elizabeth C. Johnson, "Finding Time to Read," in Adventures (Nashville: Emens, 1988) 12-15.

Bibliography (in alphabetical order)

Evans, Nalda I. Beautiful Blooms. Atlanta: Davis, 1986.

Henry, Dorothy N. "Tips for Better Diving." Sport for Girls. Miami: Atchinson, 1987.

Check results carefully. Show the correct forms to be used. Allow enough practice until documentation is understood.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 1. Write declarative, interrogative, imperative, and exclamatory sentences.

NOTES FOR THE TEACHER

These activities are designed to review the four kinds of sentences.

ACTIVITY

Write a group of sentences on the chalkboard. Have examples of all four types of sentences within the group.

Review the characteristics of a declarative sentence, an interrogative sentence, an imperative sentence, and an exclamatory sentence.

Direct the students to copy each sentence, identify the kind of sentence it represents, and then change the wording of the sentence so that the other three kinds of sentences are made.

Example:

Have you seen that actress? (Interrogative)
You have seen that actress. (Declarative)
See that actress. (Imperative)
Wow! Have you seen that actress! (Exclamatory)

Provide guidance to the students as they work on the activity. Direct some of the students to read aloud one group of sentences for class comments.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: GRAMMAR AND USAGE

OUTCOMES:
2. Write simple and compound sentences.
4. Combine sentences to achieve coordination through use of related independent clauses and/or coordinating conjunctions.
9. Use compound subjects and verbs in sentences.

NOTES FOR THE TEACHER

These activities may be used to teach or review various kinds of simple sentences and compound sentences.

Students must be able to recognize the most commonly used conjunctions, such as and, but, or, yet, so, for, and nor.

Students may find it helpful to underline the subject once and the verb twice in each independent clause.

ACTIVITY 1 - OUTCOMES 2 and 9

Remind students that a simple sentence may contain one subject and one verb. Display and discuss examples such as the following:

- Patrick has the letter.

Emphasize that a simple sentence may have a compound part, but it still is a simple sentence. Display and discuss the following examples:

a. Mickey and Minnie rode on the train. (compound subject)

b. The students cheered and clapped. (compound verb)

c. The boy and his friends played ball and ran races. (compound subject and compound verb)

ACTIVITY 1 - OUTCOMES 2 and 9 (Continued)

Have students work with a study buddy. Ask each pair of students to write four simple sentences which contain:

1. A simple subject and a simple verb.
2. A compound subject and a simple verb.
3. A simple subject and a compound verb.
4. A compound subject and a compound verb.

Have pairs of students exchange papers for checking purposes. Discuss examples written.

ACTIVITY 2 - OUTCOMES 2 and 4

Review the various ways to write a simple sentence. Remind students that a compound sentence is composed of two or more independent clauses joined as one sentence. Emphasize that each clause can stand alone as a complete sentence. Explain that putting two complete thoughts together can be tricky. Write the following guidelines on the chalkboard:

1. The sentences must be related. (Do not join unrelated sentences such as the following: I like to ski. Jan is my friend.)
2. When a conjunction (and, but, or, nor, for, so, and yet) is used to join two independent clauses, a comma must be used after the first clause and before the conjunction. Remember: ________, and ________.

Use a transparency or prepare as a worksheet:

Recipe for Sentence Combining

2 complete sentences related in some way
1 comma
1 conjunction (and, but, or, yet, so, for, nor)
Dash of fresh energy
1 sharpened pencil
1 clean sheet of paper
1 end punctuation mark (. or ! or ?)

Recipe Directions:

Gently erase the period from the end of the first complete sentence. Replace it with a comma. Fold in one appropriate conjunction after the comma. (Remember: conjunctions can affect the meaning, so choose one that is suitable.) Next, carefully erase the capital letter at the beginning of the second sentence. Insert a lower-case letter in its place. Add the rest of the second sentence.

The compound sentence is now ready to serve in a paragraph.

Have students follow the recipe to combine simple sentences into compound sentences. Remind the students that unrelated sentences should not be joined together to make one compound sentence.

Examples of sentences to be combined if related:

1. The old woman was not interested in television. She did not enjoy watching movies.
2. Horror stories are liked by some people. Sad stories are liked by others.
3. She had a wonderful time at the party. Her dog is her best friend. (Unrelated! Do not join.)

ACTIVITY 3 - OUTCOMES 2 and 4

Divide the class into pairs. Have each pair of students write five simple sentences and then exchange sentences with another pair. Instruct each pair to write compound sentences by combining the simple sentences written by the other pair or by writing an appropriate related clause. Have students return the sentences to the writers, and discuss some of the combined sentences as a class activity.

AREA: GRAMMAR AND USAGE
OUTCOME: 3. Write sentences of various patterns and lengths.

NOTES FOR THE TEACHER

This activity may be used after students have studied simple and compound sentences. A review of the use of common conjunctions and the correct use of commas in writing words in series and in punctuating compound sentences is needed.

ACTIVITY 1

Provide students with a study sheet containing groups of sentences with each group centered on one idea. Instruct students to combine the sentences in each group in at least two different ways so as to make one or two well-constructed sentences. Have students work individually or in small groups.

Example:

The apple is shiny.
The apple is red.
The apple is large.
The apple tastes good.

Possible Combinations:

a. The shiny, large, red apple tastes good.
b. The apple that tastes good is large, shiny and red.

ACTIVITY 1 (Continued)

Suggested groups of sentences for a study sheet are as follows:

Group 1:
- a. The puppy heard the crunch.
- b. Rocks had made the crunching noise.
- c. The rocks were on the road.
- d. The puppy perked up its ears.
- e. The puppy growled.
- f. The puppy ran to the door.

Group 2:
- a. Alice stood at the edge of the diving board.
- b. She looked down at the upturned faces of her friends.
- c. They were grinning.
- d. She wished that she had not accepted their dare.

Group 3:
- a. The new teacher entered the classroom.
- b. He was tall.
- c. He was blonde.
- d. He had eyes like a movie star.
- e. He smiled shyly.

Group 4:
- a. The Wildcats were excited.
- b. They had won the game.
- c. The Bulldogs were gloomy.
- d. They had lost the game.

ACTIVITY 2

Divide the class into teams of four. Have each team write three groups of simple sentences similar to those provided in Activity 1. Use index cards or notebook paper. Have the teams exchange sentences, and then combine the simple sentences into longer sentences. Have the teams exchange with teams again until several different teams have worked with each group of sentences. Ask teams to share their sentences with the entire class. Compare the sentences written.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 5. Use correct subject-verb agreement.

NOTES FOR THE TEACHER

The activities described are based on the rule that every verb should agree in number with its subject. A singular subject must have a singular verb. A plural subject must have a plural verb. These activities emphasize subject-verb agreement in sentences that can be tricky.

Before class time, prepare a bulletin board or wall display which emphasizes four WORD TRAPS that can slow down or prevent correct subject-verb agreement.

WORD TRAPS

1. A group of words located between the subject and the verb
2. An indefinite pronoun used as the subject
3. A compound subject
4. A verb preceding the subject

ACTIVITY 1

Explain to students that certain words in sentences or the word order used in sentences can be traps which might prevent correct subject-verb agreement.

WORD TRAP 1: A GROUP OF WORDS LOCATED BETWEEN THE SUBJECT AND THE VERB

Type A: A prepositional phrase

Example: The old man with two bags (was, were) tired.

ACTIVITY 1 (Continued)

Escape Procedure:
a. Locate the prepositional phrase.
b. Put parentheses around the phrase.
c. Remember that the subject will not be found in a prepositional phrase.
d. Locate the subject.
e. Match the verb to the subject in number.

Subject	Prepositional Phrase	Verb
man	(with two bags)	was

Type B: A participipial phrase

Example: The men painting the house (is, are) fast.

Subject	Participial Phrase	Verb
men	(painting the house)	are

Type C: A relative clause

The girl who writes poems (is, are) my friend.

Subject	Relative Clause	Verb
girl	(who writes poems)	is

WORD TRAP 2: AN INDEFINITE PRONOUN USED AS THE SUBJECT

Define an indefinite pronoun as being a pronoun that does not refer to a definite person or thing.

Some indefinite pronouns are listed as follows:

everyone
everything
everybody
anyone
anything
anybody
someone
something
somebody
no one
nothing
nobody
each
one
another

Examples:
Something (was, were) in the chimney.
Everybody in the room (knows, know) the answer.

ACTIVITY 1 (Continued)

Escape Procedure:
a. Find the subject of the sentence.
b. Determine if the subject is one of the indefinite pronouns listed.
c. If so, use a singular verb.

Escape Procedure:
a. Find the subject of the sentence.
b. Determine if the subject is one of the following indefinite pronouns:
some all any most more none
c. Use a singular verb if the noun to which the pronoun refers is singular.

Examples:
All of the cake was eaten.
Most of the bush is dead.

d. Use a plural verb if the noun to which the pronoun refers is plural.

Examples:
All of the sisters are tall and slender.
Most of the candidates were Democrats.

Remember: Use the singular form of the verb if the subject refers to one person or thing. Use the plural form of the verb if the subject refers to several things that can be counted separately.

WORD TRAP 3: A COMPOUND SUBJECT

Escape Procedure:
a. Locate the subject or subjects of the sentence.
b. Determine if two or more singular subjects are joined by the word and.
c. If so, the verb should be plural.

Example:
Linda and Bill have new cars.

Escape Procedure:
a. Locate the subject or subjects.
b. Determine if two or more singular subjects are joined by or or nor.
c. If so, the verb should be singular.

Example:
Josh or Jonathan is the winner.

ACTIVITY 1 (Continued)

Escape Procedure:
a. Locate the subject or subjects.
b. Determine if there is a compound subject with one subject being singular and the other being plural.
c. If so, the verb should agree in number with the subject nearer to it.

Example:
Leigh Ellen or her friends are bringing cookies.

WORD TRAP 4: A VERB PRECEDING THE SUBJECT

Escape Procedure:
a. Determine if the sentence begins with the expletive there.

An expletive is a word that signals that the subject will come after the verb in the sentence.

b. Locate the subject in the words that follow the verb.
c. Match the subject and verb in number.

Example:
There are two boxes of candy on the table.

Escape Procedure:
a. Determine if the sentence asks a question.
b. In a sentence that asks a question, the subject of the sentence comes after part of the verb or all of the verb.
c. Locate the subject.
d. Match the subject and the verb in number.

Example:
What do they think happened?

ACTIVITY 2

Prepare a master list of sentences based on the types of word order described in Activity 1. Write each sentence on an index card, giving a choice of a singular or a plural verb form for each sentence.

Divide the class into small groups. Have at least two sentences available for each student.

ACTIVITY 2 (Continued)

Shuffle the cards. Have one person from each group, in turn, draw a card, read the sentence aloud, and select the correct verb form. The team will get one point for each correct answer. After all cards have been dealt, the team with the most correct answers is the winner.

Adjust the complexity of the sentences to the ability levels of the students.

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
LISTENING

STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 6. Use nouns and pronouns (both singular and plural) correctly as the subject, direct object, appositive, predicate nominative, indirect object, noun of address, noun of exclamation, and object of preposition.

STRAND: LISTENING

AREA: VOCABULARY
OUTCOME: 9. Complete a dictated sentence with one of several printed (and also dictated) words.

NOTES FOR THE TEACHER

These activities should follow the study of nouns and their various functions in sentences.

ACTIVITY 1 - WRITING: GRAMMAR AND USAGE; OUTCOME 6
LISTENING: VOCABULARY; OUTCOME 9

Write on the chalkboard a name such as Mr. Boo. Tell students to listen carefully to some dictated sentences which will contain blank spaces. Direct students to write each dictated sentence, and place the name suggested (Mr. Boo) in each blank space. Have students identify at the end of each dictated sentence how the proper noun (Mr. Boo) functions in that sentence. Pause briefly at the end of each sentence to allow time for responses.

ACTIVITY 1 (Continued)

Examples:

1. _____________ can write very well.
2. All of us like __________________.
3. The army gave ___________ a medal.
4. The winner is ___________________.
5. My friend ______________ is funny.
6. ______________, please listen to me.
7. Why, _____________________, I can't believe you said that!
8. The leader gave a present to _______________.

Adjust the complexity of the sentences and the vocabulary to the ability levels of students.

Have students exchange papers and check the answers.

ACTIVITY 2 - WRITING: GRAMMAR AND USAGE; OUTCOME 6

Prepare a study sheet containing a selection of sentences. Make the sentences funny by using play on words. The purpose of the activity is to have students identify the functions of nouns and pronouns in the sentences. Have students identify functions by abbreviations placed above each noun or pronoun.

Examples:

1. They palmed palms under the swaying palms.
2. The fireman fired the fire in his fireplace.
3. The duck's down was used in pillows of down.
4. The melted butter had buttered the buttered popcorn.
5. Water from the water of the watering can watered her waterlilies.

Have the students exchange papers and check the functions identified. Discuss the answers.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 7. Use verbs (both regular and irregular) correctly in present, past, future, and perfect tenses.

NOTES FOR THE TEACHER

This activity can assist in reinforcing students' skill in understanding verb tenses.

Prepare a list of the present tense forms of regular and irregular verbs to be included within the activity. Place at the side of each present tense form the past, future, present perfect, past perfect, and future perfect tenses of that verb. Use this list in selecting items for a set of game cards. Include verbs misused by students in spoken and written language.

ACTIVITY

Prepare index cards for the activity. Have at least three cards for each student. On each card, write descriptions of verbs such as shown on the following:

the past tense of dance	the future tense of climb	the past tense of do	the present perfect tense of go
the past perfect tense of give	the past tense of write	the past perfect tense of talk	the future tense of sing

Divide the class into two or more teams. Shuffle the cards, and allow one member of each team to select a card in turn. Direct the student to read the description on the card and give the answer. Award one point to the team for each correct answer. Continue until all cards have been answered. If a student gives an incorrect answer, return the card to the bottom of the stack. (The team with the most correct answers wins.)

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 8. Use the correct forms of verbs, adjectives, pronouns, and adverbs.

NOTES FOR THE TEACHER

This activity can be used to assist students in mastering the correct use of such tricky words as there, they're, their; to, too, two; careful, carefully; good, well; your, you're; and its, it's.

ACTIVITY 1

Prior to class time, prepare a list of sentences in which the selected tricky words are used. Place each sentence on an index card with a blank in the appropriate place. Designate the choice of words in parentheses.

Draw tic-tac-toe grids on the chalkboard. Divide the class into small groups or teams. Assign two teams to a grid. (One team will use the X; another team will use the O for that grid.)

Determine the order in which the teams will play. From the shuffled index cards, select one card, and read the sentence contained thereon. For example, read a sentence that contains your or you're, which sound the same.

Have the first player choose the correct word, spelling it if appropriate to do so. If the sentence is checking the use of an adjective or an adverb (such as slow/slowly), read both words, and ask the player to select the correct one.

Place an X or an O in a chosen square on the assigned grid for each correct answer. If the answer is incorrect, allow the next team a chance to answer it.

Continue the contest until each grid winner is determined.

ACTIVITY (Continued)

Examples:

a. The tennis players lost ____________ rackets.
(there, their, they're)

b. The truck continued on __________ way.
(its, it's)

c. Debbie drove____________________ than Steven.
(carefuller, more carefully)

d. Tom is the __________ boy in his class.
(taller, tallest)

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
LISTENING

STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOME: 10. Use a pronoun to agree with its antecedent.

STRAND: LISTENING

AREA: BASIC ELEMENTS OF STANDARD ENGLISH
OUTCOME: 5. Listen to dictated sentences containing pronouns and their antecedents; identify the pronouns and their antecedents, and tell whether or not they are in agreement.

NOTES FOR THE TEACHER

Activities 1 and 2 review the correct use of pronouns and emphasize the importance of agreement of pronouns with their antecedents. Prior preparation is necessary before class time.

For Activity 1, a paragraph from a short story should be rewritten so that all pronouns are removed. Copies should be made for students.

For Activity 2, a handout of several sentences should be prepared to provide examples showing correct pronoun-antecedent agreement. In addition, other sentences are needed for dictation by the teacher. Some sentences should reflect correct pronoun-antecedent agreement, and others should reflect pronoun-antecedent disagreement.

ACTIVITY 1 - WRITING: GRAMMAR AND USAGE; OUTCOME 10

Write on the chalkboard or on a transparency several sentences in which the nouns have not been replaced by pronouns.

Example: John forgot to feed John's fish until John came home from school.

ACTIVITY 1 - OUTCOME 10 (Continued)

Remind students that each pronoun used has an antecedent, the noun to which the pronoun refers or replaces. Have a student read a sentence aloud and replace the nouns with appropriate pronouns which agree with their antecedent(s).

Distribute the prepared copy of a paragraph in which the nouns have not been replaced by pronouns. Ask students to replace the nouns with appropriate pronouns. Allow a few minutes for the students to do this.

Place a transparency of the paragraph on the overhead projector, and have individual students identify the appropriate pronoun needed to replace each noun. As students orally give correct answers, write the pronouns on the transparency. After all pronouns have been identified, discuss antecedents and pronouns, and identify each pronoun as being singular or plural.

ACTIVITY 2 - LISTENING: BASIC ELEMENTS OF STANDARD ENGLISH; OUTCOME 5

Provide each student a handout containing at least ten sentences in which pronouns and antecedents agree. Include correct examples of pronoun/antecedent agreement most frequently misused. Have students work in pairs and read the sentences to each other several times for practice. Consider the abilities of the students when preparing examples.

Examples:

1. Every student knows his (or her) responsibility.
2. Every boy brought his own glove to practice.
3. One girl forgot her trip permit.
4. The doctor examined his (or her) patient.
5. The principal called in Sam and warned him about the problem.

After a few minutes' practice, ask students to listen to dictated sentences and respond to them by the "thumbs up" sign for pronoun/antecedent agreement or "thumbs down" sign for pronoun/antecedent disagreement.

ACTIVITY 2 - (Continued)

Examples of sentences to be dictated to students:

1. The boys left their jackets on the bus. (Thumbs up.)
2. Each boy has left his lunch at home. (Thumbs up.)
3. Neither girl could find their brush. (Thumbs down.)
4. The new car in the lot had their windshield wipers on. (Thumbs down.)
5. When you finish with one of these books, could I borrow them? (Thumbs down.)

Discuss each sentence after it has been dictated and students have responded with thumbs up or down. Ask students to identify the pronoun and antecedent in each sentence.

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
LISTENING

STRAND: WRITING

AREA: GRAMMAR AND USAGE
OUTCOMES: 11. Recognize that a series of words is a complete sentence, a run-on sentence, or a sentence fragment.
12. Transform sentence fragments and run-on sentences into complete sentences.

STRAND: LISTENING

AREA: BASIC ELEMENTS OF STANDARD ENGLISH
OUTCOME: 2. Listen to dictated statements, and tell whether they are complete sentences or sentence fragments.

NOTES FOR THE TEACHER

Display the definitions and examples of a complete sentence, a sentence fragment, and a run-on sentence on a transparency, on the chalkboard, or on a bulletin board. Possible definitions and examples are as follows:

A complete sentence must express a complete thought and must contain a subject and a verb.

Example: Jonathan hit three home runs.

A sentence fragment is a group of words that does not contain a complete thought. The group of words does not make sense by itself.

Example: Because of the storm.

A run-on sentence occurs when two or more complete sentences are linked together incorrectly.

Example: The old man hobbled down the street he had on a shabby overcoat.

NOTES FOR THE TEACHER (Continued)

Develop a study sheet or transparency which includes complete sentences, fragments, and run-on sentences. Omit capitalization and punctuation.

Prepare a transparency or a worksheet showing an incomplete story that contains sentence fragments and possibly compound sentences. Review with students the definitions of a complete sentence, a sentence fragment, and a run-on sentence.

ACTIVITY 1 - WRITING: GRAMMAR AND USAGE; OUTCOME 11

Discuss the definitions and examples given of complete sentences, fragments, and run-on sentences. Display the transparency or distribute the study sheet. Have students, working individually, identify each series of words as being either a complete sentence, a fragment, or a run-on. Direct students to discuss answers and to generate other examples after they have identified each series of words.

ACTIVITY 2 - WRITING: GRAMMAR AND USAGE; OUTCOME 12

Explain to students that fragments can be changed into complete sentences by adding the missing parts that will complete the thought.

Place the following groups of words on the chalkboard or on a transparency:

a. When my cousin visits me
b. Because it is raining
c. If she doesn't

Ask students to add words before or after each group of words so that a complete sentence is formed.

Examples:

a. When my cousin visits me, we will go to the beach.
b. Josh can not ride his bike because it is raining.

ACTIVITY 3 - WRITING: GRAMMAR AND USAGE; OUTCOME 12

Explain that when students fail to place an end punctuation mark at the end of a complete sentence, the sentence runs on into another sentence.

Write the following on the chalkboard, on a transparency, or as a worksheet. Ask students to place the correct end punctuation mark at the end of each complete sentence. Remind students to begin each new sentence with a capital letter.

Example:

> the best vacation I ever had was last summer my family went to the beach the sand and water were wonderful we ate seafood at a restaurant right on the water I had so much fun although I ended up with a painful sunburn.

ACTIVITY 4 - WRITING: GRAMMAR AND USAGE; OUTCOME 12

Ask students to copy the following incomplete story. Explain that sentence fragments must be turned into complete sentences. Caution students about letting two or more complete sentences run together. Remind students that end punctuation must be placed after complete sentences.

A Skeleton Story

As old Aunt Matilda walked through the creaking door, ______________________________.
At the end of the hall, she glimpsed ____________________. ________________________ was
startled by a strange sound. She crept closer to ______________________________, and
_________________________. It rolled on the floor ______________________________, but
_________________________. Then _______________ ran from the house, _______________
for __________________________________. After such a strange adventure, ______________
____________________________. ____.

Have students read their stories aloud. Discuss the various tones achieved by different students. Discuss the choice of words and variety of sentence structure.

ACTIVITY 5 - LISTENING: BASIC ELEMENTS OF STANDARD ENGLISH; OUTCOME 2

Prepare a list of word groups to be dictated to the students. Use complete sentences for some of the word groups and sentence fragments for others. Read each group of words aloud to the class. Ask the students to write on paper whether the group of words is a complete sentence (CS) or a sentence fragment (SF). Pause after each group of words is dictated and identified on paper by students. Immediately discuss the answer. Ask individual students to discuss ways the identified sentence fragment can be transformed into a complete sentence.

Examples:

1. When the bell rang
2. The football team won all the games.
3. When she saw her best friend, she cried.
4. Threw him out at home plate
5. Because of the storm

AREA: SPELLING
OUTCOME: 1. Apply basic rules of spelling.

NOTES FOR THE TEACHER

There are several factors to consider when students try to become better spellers. These activities are based on certain basic rules of spelling, such as when to use ie or ei, forming plurals of nouns, adding prefixes and suffixes, and when to double final consonants when adding endings. Some review of the meanings of prefixes and suffixes will be beneficial. Displays should be made showing the rules and some examples of words related to the rules.

ACTIVITY 1

Emphasize that a good speller is made--not born. Recommend that students try to remember certain rules and apply them when unsure about spelling. Emphasize that these rules are so helpful that students might consider them worthy of a spelling Oscar award. (And the winner is . . . . .?)

Oscar Entry 1: "ei" or "ie"

Write i before e
Except after c,
Or when sounded like /a/
As in neighbor or weigh.

Emphasize that usually i comes before e when the letters come together in a word.

Examples: piece chief grief achieve belief

State that the letter c makes a difference. Remind students to put ei after c (cei) in words.

Examples: receive deceit ceiling deceive

ACTIVITY 1 (Continued)

State that words in which the sound of /a/ is heard should have the e before the i.

Examples: weight eight neighbor

Explain some exceptions to the rule. Remind the students that these words are tricky and should be studied carefully since the words do not have a c and there is no sound of /a/.

Exceptions: either neither height their leisure seize

Have students start a Spelling Booklet. Have them print "ei" at the top of one page and "ie" at the top of another. Ask them to collect examples of both spellings from newspapers and magazines for this booklet.

ACTIVITY 2

Have students add examples of the following rules to their spelling booklets.

Oscar Entry 2: Forming Plurals of Nouns

Category A: When a singular noun ends with y preceded by a vowel (a, e, i, o, u), the plural is formed by adding s.

Examples: boy = boys valley = valleys

Category B: When a singular noun ends with y preceded by a consonant, the plural is formed by changing the y to i and adding es.

Examples: society = societies party = parties

Category C: When a singular noun ends with o preceded by another vowel, the plural is formed by adding s.

Example: radio = radios

Category D: When a singular noun ends with o preceded by a consonant, the plural is formed by adding es.

Examples: potato = potatoes tomato = tomatoes

ACTIVITY 2 (Continued)

There are exceptions to this rule. The plurals of most musical terms are formed by adding s.

Examples: solo = solos piano = pianos alto = altos

Category E: When many singular nouns end in f or fe, the plurals are formed by changing the f to v and adding es.

Examples: calf = calves knife = knives half = halves
life = lives leaf = leaves shelf= shelves

Category F: When a singular noun ends with ss, ch, or x, the plural is formed by adding es.

Examples: success = successes tax = taxes church = churches

Category G: Some singular nouns have irregular forms for their plurals.

Examples: child = children man = men tooth = teeth foot = feet

Category H: Some singular nouns do not change when made plural.

Examples: deer = deer trout = trout sheep = sheep

ACTIVITY 3

Have students write each of the following rules on a page in their spelling booklets, then either write examples of words in each category or glue words found in newspapers and magazines.

Oscar Entry 3: Adding Prefixes and Suffixes

Category A: When a prefix is added to a word, the spelling of the base word does not change. All of the letters should be used. The prefix becomes the first syllable of the word.

Examples: mis + spell = misspell dis + like = dislike
re + write = rewrite in + correct = incorrect

ACTIVITY 3 (Continued)

Category B: When a suffix is added to a word, usually the spelling of the base word does not change. The suffix is added to the base word.

Examples: teach + er = teacher   reason + able = reasonable

Category C: When a suffix beginning with a vowel is added to a word that ends with a silent e, the e is usually dropped.

Examples: value + able = valuable   use + er = user   save + ing = saving

Category D: When a suffix beginning with a consonant is added to a word that ends with a silent e, the e is not dropped.

Examples: hope + ful = hopeful   safe + ly = safely   use + less = useless

Category E: When a suffix is added to a word that ends with y and the letter preceding the y is a vowel, usually the suffix is just added to the base word.

Examples: delay + ed = delayed   employ + er = employer

Category F: When a suffix is added to a word that ends with y and the letter preceding the y is a consonant, the y is usually changed to i.

Examples: hurry + ed = hurried   ready + ness = readiness
busy + ness = business   early + est = earliest

Note: This rule does not apply when the suffix is ing. When ing is added to a word that ends with y, the y does not change.

Examples: study + ing = studying   hurry + ing = hurrying   dry + ing = drying

Category G: When a suffix beginning with a vowel is added to a word that ends with a consonant, the final consonant is doubled before adding the suffix if the word meets the following requirements:

The word has one syllable and ends with one consonant which is preceded by one vowel.

Examples: drop + ed = dropped   sit + ing = sitting   thin + est = thinnest

ACTIVITY 3 (Continued)

Category H: When a suffix beginning with a vowel is added to a two-syllable word that ends with a consonant, the final consonant is doubled before adding the suffix if the word meets the following requirements:

The word ends with one consonant which is preceded by one vowel, and the last syllable is accented.

Examples:
occur + ence = occurrence
begin + ing = beginning
omit + ed = omitted
submit + ed = submitted

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING

AREA: SPELLING
OUTCOME: 2. Choose from underlined words the word that is spelled incorrectly. (Words are from the spelling list for the Alabama High School Graduation Examination.)

NOTES FOR THE TEACHER

Words needed for this activity may be found in Minimum Standards and Competencies for Alabama Schools (1989 edition). Sentences should be constructed which contain four words from the list, one of which is misspelled. The four words should be underlined. Copies should be provided for classwork.

ACTIVITY

Discuss with students the significance of the Basic Competency Test in the ninth grade and the Alabama High School Graduation Examination in the eleventh and twelfth grades. Distribute the worksheet on which sentences have been written and four words have been underlined. Ask students to identify the one underlined word that is misspelled and to write the correct spelling of the word above the misspelled word. Explain that the underlined words are words that students are responsible for spelling correctly on the tests.

After students have completed the activity, discuss the answers. Explain the meanings of any unfamiliar words.

Examples of sentences:

1. My mother recieved a recipe from her niece. (received)
2. The custamer requested a receipt for his purchase. (customer)
3. The summer session of scool begins in June. (school)
4. Several students were able to pronounce their math vocabulery words. (vocabulary)
5. Often an adult cannot open the safty cap on a bottle of medicine. (safety)
6. Seperate the different vegetables that came from Fred's garden. (separate)
7. It is a mistake to count the minites before spring vacation. (minutes)
8. Sometimes parents will rescue they're children from danger. (their)
9. The distance from here to the Alabamma River may be determined with a map. (Alabama)
10. The study of literature and grammer is important in your English class. (grammar)

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
READING/LITERATURE

STRAND: WRITING

AREA: SPELLING
OUTCOME: 3. Choose from among options the phrase containing a misspelled homophone.

STRAND: READING/LITERATURE

AREA: WORD MEANING
OUTCOME: 11. Identify homophones (bear, bare) and homographs (read, read).

NOTES FOR THE TEACHER

Refer to READING/LITERATURE: WORD MEANINGS; OUTCOME 11, page 111.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: SPELLING
OUTCOME: 4. Identify the misspelled word in which certain consonant and vowel sounds are misspelled with common spelling errors ("house" spelled as "howse").

NOTES FOR THE TEACHER

This activity can be used to review the words students misspell most frequently.

Prior to class time, students' misspellings of words should be noted. These misspellings could be incorporated into a story or other piece of writing. The story or other writing could be duplicated or photocopied for students.

ACTIVITY

Distribute to students the copies of the story or other piece of writing containing the misspelled words. Ask the students to locate and correct as many misspelled words as they can.

Allow students to work for a few minutes. When most students quit marking errors, announce the number of words that are actually misspelled. Let students have a few more minutes to search for the words, then ask them to identify the misspelled words they marked. Ask students to volunteer the correct spellings as the words are identified.

Write the correct spellings on the chalkboard or on a transparency. Discuss the correctly spelled words. Ask students to devise some mnemonic (memory) tricks to make spelling easier.

Examples:

capitol or capital	Use capitol when referring to the building in which the U.S. Congress meets in Washington, D.C., or the building in which the state legislature meets.
	Remember o: A capitol has a dome on the building.

ACTIVITY (Continued)

stationery	Remember er: Stationery means letter paper.
or	
stationary	Remember a: Stationary means stay still.
dessert	Remember ss: Dessert means something sweet.
or	
desert	Remember s: A desert is a dry, sandy area.
principal	Remember pal: A pal is a person and so is a principal.
or	
principle	Remember le: A principle is a rule of conduct.
hear	Remember ear: A person uses the ear to hear.
or	
here	
separate	Remember arat: Separate has a rat within it.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: SPELLING

OUTCOMES:
5. Choose from among options the misspelled word in which the inflectional ending reflects an error ("walked" spelled as "walkt").
6. Identify the misspelled word in which an affix reflects an error ("misbehave" spelled as "missbehave").

NOTES FOR THE TEACHER

This activity is designed to follow a review on spelling rules. Prepare a worksheet before the activity is presented to the class. The worksheet should consist of several items, each containing four words, three correctly spelled and one incorrectly spelled.

ACTIVITY

Distribute the prepared worksheet. Direct students to select the misspelled word from the options given for each example. Allow class time for students to work, or assign the activity as homework. Allow volunteers to give their answers. Ask for the correct spelling when the misspelled word is identified.

Examples:

1. a. lovely
   b. ninety
   *c. jumpt
   d. called

2. a. business
   b. majority
   c. address
   *d. knifes

4. a. applies
   b. calendar
   c. elementary
   *d. realy

5. a. stories
   b. favorite
   *c. avvoid
   d. foxes

7. a. pianos
   *b. droping
   c. monkeys
   d. disappear

8. a. actor
   b. vertical
   c. heroes
   *d. wastefull

ACTIVITY (Continued)

Examples (Continued):

3. a. *hurryed
b. dictionary
c. appetite
d. security

10. a. defendant
*b. driveing
c. remedies
d. scenery

11. a. handkerchiefs
b. position
c. relative
*d. misstake

12. *a. rosey
b. singular
c. residing
d. dividends

6. a. apology
b. senator
*c. carefull
d. certain

13. *a. unlogical
b. sensible
c. permanent
d. committee

14. a. insurance
b. congratulate
*c. dissallow
d. sheep

15. a. punctuation
*b. responsable
c. cooperate
d. tries

9. a. valuable
b. residence
*c. unecessary
d. securely

16. *a. cercumstance
b. physician
c. temporary
d. acceptance

17. a. temporary
b. absence
*c. vacantcy
d. written

18. a. counties
b. cotton
*c. premission
d. internal

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PUNCTUATION

OUTCOMES:

1. Use correct end marks (periods, exclamation points, and question marks) when punctuating sentences.
6. Use quotation marks in direct quotes, dialogue, and certain titles.
8. Use italics or underlining correctly in titles or names of books, plays, and newspapers.

AREA: CAPITALIZATION

OUTCOME:

1. Use basic rules of capitalization in writing, including, but not limited to, the first word in sentences, proper nouns, and words in titles.

NOTES FOR THE TEACHER

These activities may be used as a review of punctuation skills.

For Activity 1, type a passage from a story or article that would be interesting to students. Omit all marks of punctuation and all capital letters. Include dialogue or direct quotations if possible. Duplicate copies for students.

ACTIVITY 1: PUNCTUATION; OUTCOME 1
CAPITALIZATION; OUTCOME 1

Distribute the copies of the passage. Direct students to identify all complete sentences, insert all needed punctuation marks, and insert all needed capital letters.

Have individual students write the corrected sentences (one at a time) on the chalkboard or on a transparency. Discuss.

ACTIVITY 2: PUNCTUATION; OUTCOMES 6 AND 8
CAPITALIZATION; OUTCOME 1

Assign for homework (to be completed over a designated time frame) the task of identifying the titles or names of five newspapers, five magazines, five plays, five books, five short stories, three articles, and five poems. Ask students to write or print each title on one side of an index card and identify on the other side whether it is the title of a book, a newspaper, or others. Remind students that some titles require the use of italics or underlining and that others require quotation marks. Give no more help.

When the cards are ready to be submitted, have various students read some of their titles. Discuss correct punctuation and capitalization of important words in titles. Award points for each correctly written title.

Display correctly written cards under the appropriate heading: newspaper, book, short stories, articles, and poems.

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
READING/LITERATURE

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 2. Use periods after initials and abbreviations.

STRAND: READING/LITERATURE

AREA: VOCABULARY DEVELOPMENT
OUTCOMES: 4. Choose the appropriate abbreviation or symbol for a given word or words.
5. Choose the appropriate word or group of words that a given symbol represents.

AREA: WORD MEANINGS
OUTCOME: 5. Give the meaning of common abbreviations and symbols.

NOTES FOR THE TEACHER

The activity is designed to be used as a review of abbreviations and symbols. The abbreviations and symbols used in the activity are from *Minimum Standards and Competencies for Alabama Schools* (1989 edition). The following information should be discussed before the activity is presented to the students.

In general, abbreviations should not be used in formal or informal writing (including business letters), except for those listed below.

1. Use abbreviations for the titles *Mr*., *Mrs*., and *Dr*. These are never spelled out before a name.
2. Use abbreviations if desired for other titles if the title is followed by the *full* name. (*Gov*. William Hooper, but *Governor* Hooper.)

NOTES FOR THE TEACHER (Continued)

3. Use abbreviations for the names of organizations when the full names are universally known. Periods are not required after some abbreviations (for example, acronyms). The dictionary should be checked when in doubt.

   AFL-CIO   NAACP   DAR

4. Use abbreviations for names of governmental agencies and military services when the abbreviations are universally known. Periods are not required after these abbreviations.

   FBI   CIA   NATO   USN   USAF   MP   PX

5. Use abbreviations for certain foreign terms used frequently.

   etc.   e.g.   i.e.

Do not abbreviate the following in formal writing except in bibliographies or footnotes:

days of the week; months of the year; names of states; countries (except U.S.S.R); the words street and avenue; and words about weight and measures.

ACTIVITY

As a homework assignment, have students compile lists of as many abbreviations and symbols as they can. During the next class period, have each student write three to five abbreviations and symbols on the chalkboard or on a transparency. Continue this until all abbreviations and symbols have been listed. Discuss any that are incorrect or incorrectly punctuated. Remind students that most abbreviations require periods and that the dictionary should be consulted when in doubt. Ensure that abbreviations and symbols required for the Basic Competency Tests are included in the discussion. Review the correct use of abbreviations.

Have students compose a short story that contains as many symbols and abbreviations (correctly punctuated) as possible. Allow the class to establish the minimum number of abbreviations and symbols to be used. Urge students to exceed that minimum.

ACTIVITY (Continued)

After stories have been completed, have students using the most abbreviations and symbols read their stories (using the full words) to the class. Direct the other students to write on paper as many of the symbols and abbreviations as they can identify in each story.

Example: Reader says, "Dr. Henry Clay Atkins went to his apartment on Scott Street on Monday morning to get fifty dollars in order to buy his mother an ounce of expensive perfume."

Listeners write: Dr., H., C., apt., St., Mon., a.m., $50, oz.

After each story is read, discuss possible abbreviations and symbols used. Clarify any misunderstandings.

Collect all stories; check the abbreviations and symbols used, and display appropriate examples on the chalkboard or a wall.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 3. Use commas correctly with items in a series, dates, addresses, nouns of direct address, salutations of friendly letters, closings of letters, appositives, compound sentences, interruptive words and phrases, and direct quotations.

NOTES FOR THE TEACHER

The purpose of the activity is to review the uses of commas. Examples should be displayed and discussed of the correct use of commas to set off items in a series, to separate day of the month from the year, to separate the name of a city from the name of the state, to set off appositives and interruptive words and phrases from the rest of the sentence, after the end of the first complete sentence in a compound sentence, after the salutation of an informal letter, after the closing of letters, and after the verb before a direct quotation.

Before the activity is presented, sentences should be written on transparencies if available. The sentences should contain no commas and should illustrate the various uses of the comma. If an overhead projector is not available, the sentences may be written on index cards. Enough sentences should be prepared so that each student is shown at least two sentences.

ACTIVITY

Divide the class into small groups. Use a sheet of cardboard or paper with a slit cut in it just wide enough to expose one sentence at a time on the transparency. Keep the other sentences on the transparency hidden from view.

Expose one sentence for the player on the first team. Ask the player to indicate where a comma or commas are needed. Award the team one point if the answer is correct. Award a bonus point if the student can explain why a comma is needed. If the answer is incorrect, give the second team an opportunity to answer. Present the sentences to the teams until all have been presented. Count the points, and announce as winner the team earning the most points.

613

614

ACTIVITY (Continued)

Examples of Sentences:

1. Eleanor* will you please turn the television set off?
2. Linda bought a skirt* a blouse* a sweater* and some jeans.
3. Bill put down his pen* picked up his briefcase* walked to the door* and opened it.
4. Jonathan celebrated his fourteenth birthday on September 2* 1988.
5. Dr. Nell Burton will be leaving for San Francisco* California* in August.
6. Mrs. Jacquelyn Mobley* my favorite teacher* will speak to a group of parents next Thursday night.
7. I realize* Anne* that the party will be over by eleven o'clock.
8. Dear Patrick*
9. The cheerers roared their approval* and the team made a valiant effort to score another touchdown.
10. The two boys* hanging a sheet over the table* made a tent.
11. Sincerely*
12. Minneapolis* Minnesota* where my grandchildren live* is growing by leaps and bounds.
13. Patrick* a good student* studies every night.
14. Leigh Ellen screamed* "Watch out for that boy on the bicycle!"
15. The principal decided* nevertheless* that the dance would not take place.

LANGUAGE ARTS
GRADES 7-8
STRANDS: WRITING
READING/LITERATURE

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 4. Use apostrophes correctly in contractions, possessive nouns (singular and plural), and plurals of letters and numbers.

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 8. Identify contractions.

NOTES FOR THE TEACHER

The purpose of this activity is to review and expand the students' ability to use apostrophes correctly. Before class time, index cards should be divided into smaller sections. On each small section should be placed a descriptive phrase related to the use of apostrophes. At least forty cards should be made.

ACTIVITY

Divide the class into four groups. Explain that, one by one, a student from each group will select a card, read aloud what is written on it, and go to the chalkboard and write what has been requested. Inform students that points will be earned by answering correctly and that the team earning the most points will be the winner.

Vary the task by asking students to use the requested word in a phrase or sentence.

Discuss fully any uses of apostrophes that are not understood.

ACTIVITY (Continued)

Examples of phrases to be written on the cards:

1.	the contraction for he would	(he'd)
2.	the contraction for it is	(it's)
3.	the contraction for will not	(won't)
4.	the contraction for cannot	(can't)
5.	the contraction for do not	(don't)
6.	a contracted form of 1918	('18)
7.	a contracted form of 1989	('89)
8.	the plural form of B	(B's)
9.	the plural form of 3	(3's)
10.	the plural form of +	(+'s)
11.	the possessive form of man	(man's)
12.	the possessive form of Linda	(Linda's)
13.	the form of your name showing possession of a new car	(________)
14.	the possessive form of Thomas	(Thomas' or Thomas's)
15.	the possessive form of boss	(boss's)
16.	the plural possessive form of lady	(ladies')
17.	the plural possessive form of child	(children's)
18.	the plural possessive form of woman	(women's)
19.	the singular possessive form of dog	(dog's)
20.	the possessive form of Joneses	(Joneses')

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 5. Use colons correctly before lists, before long quotations, in salutations of business letters, and in writing time.

NOTES FOR THE TEACHER

This activity is designed to be used as a review of the correct uses of colons. Several phrases or sentences depicting both correct and incorrect uses of the colon should be written on a transparency or on handouts for students. Examples could contain other errors in punctuation.

ACTIVITY

Explain that some of the phrases or sentences used in the activity are punctuated correctly and some are not. Ask the students to read each example and correct all errors. If examples are on a transparency, students should write the corrected phrase or sentence in a notebook or journal.

After work has been completed, call on individual students to correct each example where needed.

Examples:

1. Dear Aunt Lucille:
2. The party starts at 7;30 p.m.
3. Gentlemen:
4. Nell bought some groceries; potatoes eggs, a roast, and milk.
5. The coach moved closer to the players and said these words "I expect you to do your best in every game, or I don't expect you to be a part of the team."
6. The clock struck 12-00 a.m.
7. Dear Dr Mitchell,
8. Leigh Ellen brought some toys: a doll, a game, play dishes, and a ball.
9. Cynthia visited the following states; Georgia, Florida, South, Carolina and New York.
10. Josh and Jonathan saw many animals...tigers, lions, giraffes, and elephants.

ACTIVITY (Continued)

KEY:

1. Dear Aunt Lucille,
2. The party starts at 7:00 p.m.
4. Nell bought some groceries: potatoes, eggs, a roast, and milk.
5. The coach moved closer to the players and said these words: "I expect you to do your best in every game, or I don't expect you to be a part of the team."
6. The clock struck 12:00 a.m.
7. Dear Dr. Mitchell:
9. Cynthia visited the following states: Georgia, Florida, South Carolina, and New York.
10. Josh and Jonathan saw many animals: tigers, lions, giraffes, and elephants.

LANGUAGE ARTS
GRADES 7-8
STANDS: WRITING
READING/LITERATURE

STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 7. Use hyphens correctly in word division, compound words, and the written forms of numbers.

STRAND: READING/LITERATURE

AREA: WORD MEANINGS
OUTCOME: 9. Identify hyphenated words.

AREA: REFERENCE SKILLS
OUTCOME: 5. Identify syllable divisions in words.

NOTES FOR THE TEACHER

The activities described are suggested for use in presenting or reviewing uses of hyphens. Prior to the time of presentation, some guidelines should be prepared and duplicated. Activity 1 and Activity 2 may be used for class work or for homework.

ACTIVITY 1 - WRITING: PUNCTUATION; OUTCOME 7
READING/LITERATURE: REFERENCE SKILLS; OUTCOME 5

Provide all students with some guidelines for using hyphens. Discuss the guidelines fully.

Example:

GUIDELINES FOR USING HYPHENS

RULE 1: USE A HYPHEN when there is room to write only part of a word at the end of a line, and the word must be completed on the next line.

STEP 1: Divide the word into syllables. (Consult a good, up-to-date dictionary to see correct word division.)

Cautions: a. Do not divide words of one syllable.

WRONG: thr-ee; cr-owd; walk-ed
RIGHT: three; crowd; walked

b. Do not divide a word so that one letter stands alone on a line.

WRONG: e-ject; a-way; ever-y
RIGHT: eject; away; every

c. When dividing a compound word that contains a hyphen, make the division at the end of the line where the hyphen occurs.

WRONG: well-ad-justed; well-be-haved
RIGHT: well-adjusted; well-behaved

STEP 2: Place the hyphen at the end of the line after the first part of the divided word.

Caution: Do not place a hyphen at the beginning of the next line on which the word is completed.

ACTIVITY 1 (Continued)

RULE 2: USE A HYPHEN to form compound words that have not been accepted as single words.

STEP 1: Consult a good, up-to-date dictionary to determine whether a compound word is written as one word, two separate words, or is hyphenated.

Caution: Use of the compound word sometimes determines how it is written.

RULE 3: USE A HYPHEN to join two or more words that serve as a single adjective before a noun.

Cautions: a. Do not use a hyphen if the words are used as predicate adjectives.

RIGHT: A well-behaved child
RIGHT: The child is well behaved.

b. Do not use a hyphen when the first word is an adverb ending in -ly.

RIGHT: a slow-moving car
RIGHT: a slowly moving car

RULE 4: USE A HYPHEN to form compound numbers from twenty-one to ninety-nine.

RIGHT: thirty-five; sixty-one

Write on the chalkboard some vocabulary words from a literature story. Direct students to divide the words into syllables then write a two-line sentence using the word. Ask students to position the word so that a part of the word is at the end of the first line, and the rest of the word is at the beginning of the second line. Review with the students how to interpret syllabication from a dictionary entry.

Use the assignment as class work or as homework. Discuss the sentences after the assignment has been completed. Emphasize the correct uses of hyphens.

ACTIVITY 2 - READING/LITERATURE: WORD MEANINGS; OUTCOME 9

Have the students search for hyphens in a literature story, a newspaper, or a magazine. Ask the students to write the examples found and give the reasons for the hyphen. Discuss the results.

LANGUAGE ARTS
GRADES 7&8
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 9. Identify correct punctuation and capitalization in a business or friendly letter.

AREA: PLANNING, ORGANIZING, COMPOSING
OUTCOMES: 9. Write friendly or business letters in proper form. (7)
13. Identify in a business or friendly letter any part of the letter that does not belong and any part of the letter that might have been omitted.

NOTES FOR THE TEACHER

Refer to WRITING: PLANNING, ORGANIZING, COMPOSING; OUTCOMES 9 and 13, page 226.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 10. Recognize the incorrect use of the quotation mark, the question mark, the comma, and the colon in sentences; and make corrections where needed.

AREA: CAPITALIZATION
OUTCOMES:
2. Identify capitalization errors related to the first word in a sentence, the pronoun I, and/or proper nouns.
4. Recognize the incorrect capitalization conventions:
   a. geographic locations;
   b. historical events;
   c. names of institutions, nationalities, and bridges; and
   d. at the beginning of a direct quotation that appears in a sentence.

AREA: REVISE AND PROOFREAD
OUTCOMES:
1. Use a checklist provided by the teacher to revise and proof personal written work.
2. Use a critique by the teacher, a peer, or one's self to improve a draft of written work.
3. Make writing more effective by:
   a. changing pattern of organization,
   b. developing ideas further,
   c. combining sentences,
   d. changing structure within sentences,
   e. substituting more effective words,
   f. making awkward passages read more smoothly, and
   g. correcting grammatical and spelling errors.

NOTES FOR THE TEACHER

Refer to WRITING: REVISED AND PROOFREAD; OUTCOMES 1, 2, and 3, page 301.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 1. Use basic rules of capitalization in writing, including, but not limited to, the first word in sentences, proper nouns, and words in titles.

AREA: PUNCTUATION
OUTCOMES:
1. Use correct end marks (periods, exclamation points, and question marks) when punctuating sentences.
6. Use quotation marks in direct quotes, dialogue, and certain titles.
8. Use italics or underlining correctly in titles or names of books, plays, and newspapers.

NOTES FOR THE TEACHER

Refer to WRITING: PUNCTUATION; OUTCOMES 1, 6, and 8, page 281.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOMES:
2. Identify capitalization errors related to the first word in a sentence, the pronoun I, and/or proper nouns.
4. Recognize the incorrect capitalization conventions:
    a. geographic locations;
    b. historical events;
    c. names of institutions, nationalities, and bridges; and
    d. at the beginning of a direct quotation that appears in a sentence. Make corrections where needed.

AREA: PUNCTUATION
OUTCOME:
10. Recognize the incorrect use of the quotation mark, the question mark, the comma, and the colon in sentences; and make corrections where needed.

AREA: REVISE AND PROOFREAD
OUTCOMES:
1. Use a checklist provided by the teacher to revise and proof personal written work.
2. Use a critique by the teacher, a peer, or one's self to improve a draft of written work.
3. Make writing more effective by:
    a. changing pattern or organization,
    b. developing ideas further,
    c. combining sentences,
    d. changing structure within sentences,
    e. substituting more effective words,
    f. making awkward passages read more smoothly, and
    g. correcting grammatical and spelling errors.

NOTES FOR THE TEACHER

Refer to WRITING: REVISE AND PROOFREAD; OUTCOMES 1, 2, and 3, page 301.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 3. Recognize the correct capitalization conventions:
- a. geographic locations;
- b. historical events;
- c. names of institutions, nationalities, and bridges; and
- d. at the beginning of a direct quotation that appears in a sentence.

NOTES FOR THE TEACHER

This activity has been expanded to include many capitalization conventions other than those in the outcome. The purpose of the activity is to review correct uses of capital letters. Categories described in the activity should be written on the chalkboard or on a transparency before the activity is presented.

ACTIVITY

For homework, ask the students to use no capital letters and write three names of each of the following categories on separate slips of paper or index cards.

1. Institutions (Examples: auburn university, university of alabama)
2. Organizations (Examples: lions club, red cross, boy scouts)
3. Teams (Examples: green bay packers, atlanta braves, chicago bears)
4. Nationalities (Examples: american, irish, canadian)
5. Historical periods and events (Examples: the middle ages, declaration of independence, world war II)
6. Languages (Examples: english, spanish, french)
7. Religions (Examples: methodist, judaism, catholic)
8. Particular sections of the country (Example: in the south)
9. Names of streets, towns, bridges, buildings (Examples: grove hill lane, guntersville, golden gate bridge, empire state building)
10. Direct quotations (Example: Josh asked, "when will we get to the fair?")

ACTIVITY (Continued)

Collect the examples, and check for accuracy. Place examples in a box or sack. Divide the class into four groups. Have a member of each team draw a slip of paper, go to the chalkboard, and write the example correctly, using capital letters where needed. Award a point when the written example is correct. Declare as winner the team earning the most points.

Discuss the reason for capitalization as each example is written on the chalkboard.

LANGUAGE ARTS
GRADES 7-8
STRAND: WRITING

AREA: REVISE AND PROOFREAD

OUTCOMES:

1. Use a checklist provided by the teacher to revise and proof personal written work.
2. Use a critique by the teacher, a peer, or one's self to improve a draft of written work.
3. Make writing more effective by:
    a. changing pattern of organization,
    b. developing ideas further,
    c. combining sentences,
    d. changing structure within sentences,
    e. substituting more effective words,
    f. making awkward passages read more smoothly, and
    g. correcting grammatical and spelling errors.

AREA: PUNCTUATION

OUTCOME: 10. Recognize the incorrect use of the quotation mark, the question mark, the comma, and the colon in sentences; and make corrections where needed.

AREA: CAPITALIZATION

OUTCOMES:

2. Identify capitalization errors related to the first word in a sentence, the pronoun I, and/or proper nouns.
4. Recognize the incorrect capitalization conventions:
    a. geographic locations;
    b. historical events;
    c. names of institutions, nationalities, and bridges; and
    d. at the beginning of a direct quotation that appears in a sentence. Make corrections where needed.

NOTES FOR THE TEACHER

The purpose of this activity is to provide a method of reviewing and implementing the conventions of written expression previously taught. One comprehensive checklist or several specific checklists should be prepared for students' use after pieces of writing have been drafted and before the final copies are submitted for evaluation. The first general checklist should contain guidelines for use in revising the piece of writing. Specific guidelines could also be prepared for use in proofreading for punctuation, capitalization, and usage errors.

ACTIVITY

After a writing activity, distribute the prepared revision and proofreading checklist. Review the need for revising a piece of writing (changing it so that it is improved in style and content). Ask students to read the composition, then check off the items on the checklist. First, stress that the writing should be considered as a whole; then check later for punctuation, capitalization, spelling, and usage.

Discuss fully all items on the checklist. Ensure that students understand when and how to use them.

Provide a copy of each checklist to each student. Consider using checklists as resources to be placed in journals or notebooks.

Example:

REVISING AND PROOFREADING CHECKLIST

	YES	NO
I. Read the total piece of writing.		
1. Is the purpose of the writing clear?		
2. Does it say what the writer wanted it to say?		
3. Is it written correctly for the intended audience?		
II. Read each paragraph very carefully.		
1. Does a stated or implied topic sentence express the main idea of the paragraph?		
2. Does the paragraph contain enough supporting details that relate to the topic sentence or main idea?		
3. Are the sentences arranged in logical order?		
4. Are all sentences within each paragraph relevant to the main idea?		
5. Are transitional words or phrases used when needed within the paragraph or between paragraphs?		
6. Is there an interesting introductory sentence (or paragraph for a longer essay)?		
7. Is there an appropriate concluding sentence (or paragraph)?		

ACTIVITY (Continued)

	YES	NO
III. Read each sentence very carefully.		
1. Do all sentences express a complete thought?	___	___
2. Are all sentences punctuated correctly?	___	___
3. Are sentences varied in type and length?	___	___
IV. Look at the words used.		
1. Are colorful, interesting words used?	___	___
2. Are correct forms of nouns, verbs, adjectives, and adverbs used?	___	___
V. Check grammar and usage.		
1. Have misplaced modifiers been avoided?	___	___
2. Have double negatives been avoided?	___	___
3. Have split infinitives been avoided?	___	___
4. Do subjects and verbs agree?	___	___
5. Do pronouns and their antecedents agree?	___	___
6. Are plurals and possessives of nouns formed correctly?	___	___
VI. Check for punctuation errors.		
1. Do all sentences have correct end punctuation marks?	___	___
2. Are commas used correctly with items in a series, dates, addresses, nouns of direct address, salutations of friendly letters, closings of letters, appositives, compound sentences, interruptive words and phrases, and direct quotations?	___	___
3. Are periods used correctly after initials and abbreviations?	___	___
4. Are apostrophes used correctly in contractions, in possessive nouns (singular and plural), and in plurals of letters and numbers?	___	___
5. Are colons used correctly before lists, before long quotations, and in salutations of business letters?	___	___

ACTIVITY (Continued)

	YES	NO
6. Are quotation marks used correctly in direct quotes, dialogue, and certain titles?	___	___
7. Are hyphens used correctly in word division, compound words, and the written forms of numbers?	___	___
8. Are italics or underlining used correctly in titles or names of books, plays, and newspapers?	___	___
VII. Check for capitalization errors.		
1. Does every sentence begin with a capital letter?	___	___
2. Do all proper nouns and adjectives begin with capital letters?	___	___
3. Does the pronoun _I_ always begin with a capital letter?	___	___
4. Does the beginning word of a direct quotation begin with a capital letter?	___	___

LANGUAGE ARTS: GRADE 7-8 Listening AREA: Listening Comprehension

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Develop comprehension through listening in areas such as dramatic group presentations, class discussions, stories, poems, instructions, and reports.	1. Listen for and identify the main idea in a selection or a presentation. 2. Listen for and identify contrasts between important and unimportant ideas in a selection or a presentation.
	7,8		Demonstrate the ability to recall explicitly stated meanings and details from dictated material in a recreational or learning context (retention).	3. Listen for and identify the explicitly stated details that support the main idea in a selection. 4. Listen for and identify the following: facts in a selection, opinions in a selection, and facts versus opinions in a selection.
	7,8		Demonstrate the ability to draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings from dictated material in a recreational or learning context (organization).	5. Listen for and identify the implicit meanings in a selection. 6. Listen for and identify causes and effects in a variety of selections. 7. Listen to a selection, and describe the visual image seen in the mind. 8. Listen for and respond correctly to teacher-given directions and instruction. 9. Answer a dictated question related to a dictated paragraph with one of several printed (and also dictated) answer choices.

LANGUAGE ARTS: GRADE 7-8 Listening AREA: Respond Critically to Argument

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
8			Respond critically to argument.	1. Listen for and identify the tone and mood of a talk or a short story. (8) 2. Listen to an argument defending a position, and tell how relevant details are used to form a conclusion. (8) 3. Listen to advertising claims for products by several companies, and tell how the use of supporting evidence can influence buyers. (8)

LANGUAGE ARTS: GRADE 7-8 Listening AREA: Organizational Elements

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Recognize organizational elements in a selection/presentation.	1. Listen for and identify chronological or historical organization in a selection or a presentation. 2. Listen for and identify an introductory statement in a selection or a presentation. 3. Listen for and identify a concluding statement in a selection or a presentation.

LANGUAGE ARTS: GRADE 7-8 Listening AREA: Presentations

C OF S	S T A N	B C T	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Enjoy listening to effective presentations such as a dramatic improvisation, scene, play, poem, or narrative excerpt.	1. Describe the use of nonverbal communication as a contribution to effective presentations. 2. Describe the use of pause, volume, and pitch changes as aids to effective presentations. 3. Describe the impact/effect from having listened to dramatic improvisations, scenes, plays, poems, or narrative excerpts.

LANGUAGE ARTS: GRADE 7-8 Listening **AREA: Attentive Listening**

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Engage in attentive listening.	1. Identify distractions that would prevent attentive listening. 2. Demonstrate the ability to pay attention, although in disagreement with what is being said. 3. Demonstrate the ability to withhold disagreement or questions until the appropriate time to speak.

658

659

LANGUAGE ARTS: GRADE 7-8 Listening AREA: Vocabulary

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Develop vocabulary through listening to poetry, drama, stories, and classroom exercises.	1. Listen for and identify context clues to determine the meanings of unfamiliar words. 2. Listen to a selection, and identify contextual meanings of multimeaning words.
	7,8		Demonstrate recognition of the common meanings of spoken words encountered in various types of activities.	3. Listen to a selection, and identify synonyms, antonyms, and homophones. 4. Listen to and identify the roots, prefixes, and suffixes of words within a sentence. 5. Listen for and give the meanings of new vocabulary terms from subject matter textbooks. (8) 6. Listen to words dictated from a vocabulary list, and identify the meanings. 7. Listen for and identify career-related terms. 8. Listen for and identify specific literary components such as alliteration, plot, setting, and characters. 9. Complete a dictated sentence with one of several printed (and also dictated) words.

LANGUAGE ARTS: GRADE 7-8 Listening AREA: Basic Elements of Standard English

C OF S	S T A N	B C T	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Recognize basic elements of standard English when listening to oral exercises, as well as stories, plays, reports, and related activities.	1. Listen to a spoken sentence, identify the subject and the main verb, and tell whether they agree or do not agree. 2. Listen to dictated statements, and tell whether they are complete sentences or sentence fragments. 3. Listen to spoken sentences, identify the verbs, and tell whether they are in the correct tenses and are used correctly according to context. 4. Listen to sentences and tell whether or not there is a shift in verb tense, such as from past tense to present tense. 5. Listen to dictated sentences containing pronouns and their antecedents; identify the pronouns and their antecedents, and tell whether or not they are in agreement.

LANGUAGE ARTS: GRADE 7-8 Speaking AREA: Develop Confidence in Speaking

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Students will develop confidence in speaking by engaging in increasingly demanding speaking situations and by controlling anxiety.	1. Answer questions, volunteer answers, and volunteer additional information in class discussions. 2. Use questions to clarify topics discussed. (8) 3. Participate in small group discussions. (8) 4. Make oral reports on current events, personal experiences, and/or aspirations. 5. Prepare adequately for and make frequent presentations. 6. Describe ways, such as the use of proper breathing techniques, to control anxiety when making presentations.

AREA: Vary the use of Spoken Language for Different Occasions

LANGUAGE ARTS: GRADE 7-8 Speaking

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Students will develop the ability to vary the use of spoken language to suit different occasions in classroom oral interpretation and impromptu speeches, reports, and on other teacher-identified occasions during class.	1. Explain poetry and prose selections in a way that conveys and expands the meaning. 2. Participate in poetry and prose choral readings. 3. Participate in poetry and prose readings that have dialects; for example, Bret Harte's stories and Robert Burns' poetry. (8) 4. Apply basic elements of standard English by: a. using the correct subject-verb agreement and verb tense in spoken communication, b. using the correct case forms of pronouns and pronoun-antecedent agreement in spoken communication, c. expressing ideas in complete sentences, d. using modifiers effectively and correctly in spoken communication, e. making talks on selected subjects using standard English syntax (correct order of words in sentences), and f. avoiding the use of double negatives in any spoken communication. (7)

AREA: Vary the use of Spoken Language for Different Occasions (Continued)

LANGUAGE ARTS: GRADE 7-8 Speaking

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				5. Adjust vocabulary to fit the speaking situation by using vocabulary that: a. describes, b. explains, c. persuades, d. compares, and/or e. contrasts. 6. Incorporate appropriate vocabulary from content area textbooks and/or recreational reading materials. 7. Use the dictionary or other reference sources for correct word usage. 8. Use the appropriate choice of words to give the intended meaning. 9. Use appropriate career-related vocabulary. 10. Use and define the meanings of words occurring in daily life situations. 11. Use standard English instead of slang or informal English in formal speaking situations.

LANGUAGE ARTS: GRADE 7-8 Speaking AREA: Share Information, Ideas, and Beliefs

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Share information, ideas, and beliefs effectively in informal reports, impromptu speeches, oral book reports, and summaries of what is seen, read, or heard.	1. Give original ideas about a topic, and explain how to develop and/or expand them. 2. Choose ideas for a presentation, and organize them in a related manner. 3. Use clear enunciation and accepted pronunication in spoken communication. 4. Project the appropriate voice volume and pitch in spoken communication. 5. Adjust the pace of speaking to fit the type of report given. 6. Make eye contact, and use effective gestures with an audience.

LANGUAGE ARTS: GRADE 7-8 Speaking AREA: Ask and Answer Questions Coherently and Concisely

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Develop the ability to ask and answer questions coherently and concisely in teacher-student conferences and class or small group discussions.	1. Use questions to clarify the topic(s) discussed. 2. Use questioning techniques that generate additional information on a topic(s). 3. Use complete sentences to answer questions. 4. Explain why questions should be formulated mentally or in writing before they are asked during a discussion. 5. Answer questions with clarity, coherence, and conciseness for the purpose of eliminating extraneous information. 6. Answer the portions of questions that one can answer, and indicate the portions that one cannot answer. 7. Use tolerance in responding to others' ideas, even when not in agreement with them. 8. Demonstrate the ability to withhold judgment and/or opinion until the designated speaker has concluded a presentation.

LANGUAGE ARTS: GRADE 7-8 Speaking AREA: Improve Interpersonal Communication

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Improve interpersonal communication in social situations and daily life/career-related situations.	1. Demonstrate appropriate ways to make announcements by including all of the necessary information such as the who, what, when, where, why, and how. 2. Use standard procedures when introducing a friend or relative. 3. Use accepted telephone speech patterns. 4. Tell ways to initiate and to sustain conversations effectively and properly. 5. Tell ways to express congratulations for various situations; for example, job promotions, graduation, and marriage. 6. Tell ways to prepare for a job interview. 7. Tell appropriate ways to answer interview questions. 8. Give examples of situations in which quick thinking is necessary, such as job interviews. 9. Demonstrate ways to give clear, concise directions or instructions in daily life and/or career-related situations.

AREA: Present Material Through Role Playing, Improvisation, and Drama

LANGUAGE ARTS: GRADE 7-8 Speaking

C OF S	S T A N	B C T	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Recognize the value of improvisation, role playing, and play production as a means of expressing personal ideas and feelings, of understanding those of others, [and] as a means of entertaining through improvisations, role playing, and dramatic group presentations.	1. Participate in the acting out of a story that was written to entertain others or to reveal personal ideas and feelings or the understanding of others' ideas and feelings. 2. Tell an original story that reveals personal ideas/feelings. 3. Tell an original story that indicates an understanding of the ideas/feelings of others. 4. Tell an original story that entertains. 5. Plan an assigned role-playing situation that displays the appropriate attitude and language for each role. 6. Interact with others in an unplanned role-playing situation. 7. Prepare and present dramatic group presentations by: a. delivering memorized lines, b. showing various inflection of lines, c. developing stage presence, d. using stage directions appropriately, e. assisting in simple set preparations, and f. presenting the production to an audience.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Vocabulary Development

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Acquire a basic survival reading vocabulary.	1. Identify words and phrases which occur in daily life situations (social, economic, occupational, and health areas), and give the literal meanings of the words.
		I-1	Recognize words and phrases which occur in daily life situations (social, economic, occupational, and health).	2. Identify words from Wilson's Essential Vocabulary and the Basic Competency Spelling Lists, and give the literal meanings of the words.
		I-2	Associate words and phrases which occur in daily life situations (social, economic, occupational, and health) with their literal meanings.	3. Identify the literal meanings of words and phrases that are located on various forms, schedules, labels, and applications.
		III-2	Recognize common abbreviations and symbols.	4. Choose the appropriate abbreviation or symbol for a given word or words.
		IV-13	Recognize and use various forms and application blanks used in everyday life.	5. Choose the appropriate word or group of words that a given symbol represents.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Word Meanings

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Determine the meaning of words in various contexts.	1. Give the literal meanings of words used in daily life situations.
7,8			Determine word meanings from a knowledge of word parts by applying structural principles.	2. Use context clues to determine word meanings.
		II-1	Determine word meaning using specific context clues.	3. Give the meanings of abstract words used in context.
				4. Use affixes to determine word meanings.
		III-1	Determine word meanings from a knowledge of prefixes and suffixes.	5. Give the meanings of common abbreviations and symbols.
				6. Identify compound words.
				7. Identify the root (base) of a word.
				8. Identify contractions.
				9. Identify hyphenated words.
				10. Identify synonyms and antonyms.
				11. Identify homophones (bear, bare) and homographs (read, read).
				12. Select the best meaning or synonym for an underlined word used in a given sentence.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Word Meanings (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				13. Select the best meaning or synonym for an underlined word used in a paragraph.
				14. Change a base word into another word that has a specified meaning by adding the correct prefix or suffix.

682 683

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Reference Skills

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Acquire skill in using the dictionary.	1. Use dictionary guide words to locate specific words.
7,8			Locate materials in the library.	2. Identify an item or word that would be included between two given guide words.
	7,8		Demonstrate the ability to use a dictionary, a telephone directory, and other resource materials.	3. Use diacritical marks for pronunciation.
				4. Identify the appropriate meaning in context of a multimeaning word.
		IV-2	Demonstrate knowledge of library skills.	5. Identify syllable divisions in words.
		IV-3	Select appropriate reference sources in a given situation.	6. Use secondary accent marks in a dictionary to determine proper pronunciation of a word of more than two syllables.
				7. Use the card catalog to locate information.
				8. Identify the function of a given reference source.
				9. Identify specific content to be found in a given reference source.
				10. Identify the appropriate resource to use in any given situation. Examples of resource materials include an encyclopedia, an atlas, a thesaurus, a newspaper, the card catalog, and parts of a book.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature

AREA: Locate Materials/Read for Practical Purposes

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Locate materials and read for practical purposes.	1. Use alphabetical organization to locate information.
	7,8		Demonstrate the ability to use a dictionary, a telephone directory, and other resource materials.	2. Use different sections of a book. 3. Use different sections of a newspaper. 4. Use maps, graphs, charts, and tables.
		IV-1	Use alphabetical organization to locate information needed.	5. Read signs commonly found in the community.
		IV-4	Know the uses of the different sections of a book.	6. Complete various forms and application blanks.
		IV-5	Know the uses of the different sections of the newspaper.	7. Read for information located in a variety of materials, such as advertisements, yellow pages, labels, directions, and catalogs.
		IV-8	Use maps, graphs, charts, and tables.	8. Read and follow written directions and instructions.
		IV-12	Read signs commonly found in the community.	9. Use the telephone directory correctly.
		IV-14	Read for information from materials such as advertisements, yellow pages, labels, directories, and catalogues.	10. Use telephone directory guide words.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Literal and Inferential Comprehension

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Read for literal and inferential comprehension.	1. Skim for information by previewing and/or overviewing printed material.
	7,8		Demonstrate the ability to read and comprehend printed material that is: 1. found in grade-approprite textbooks (textual reading); 2. typically encountered in everyday life (functional reading); and 3. typically read for pleasure (recreational reading).	2. Scan for information by looking for key words in a passage. 3. Identify facts to gain knowledge. 4. Identify key words and main ideas. 5. Locate details that support the main idea. 6. Read critically to evaluate or judge the information.
	7,8		Demonstrate the ability to comprehend explicitly stated meanings and details found in printed material (literal comprehension).	7. Follow written directions and instructions. 8. Explain the difference between fiction and nonfiction. 9. Identify dialogue as conversation.
	7,8		Demonstrate the ability to . draw conclusions, . make inferences, and . make generalizations from explicitly and implicitly stated meanings found in printed material (inferential comprehension).	10. Identify the stated or implied main idea in a passage. 11. Identify the who, what, where, when, why, and how information in a written passage.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature

AREA: Literal and Inferential Comprehension (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
		IV-6	Determine the main idea in a passage	12. Determine the main ideas and details from selected material on personal and family money management, nutrition, government, law, and health.
		IV-7	Find details in a written passage.	13. Distinguish fact from opinion in a reading passage.
		IV-9 10. 11	Determine main idea and detail from selected material on government, law, money management, health, and nutrition.	14. Answer questions about explicitly stated meanings and details found in a variety of printed material such as grade-level textbooks, everyday life reading material, and material read for pleasure.
		V-1	Follow written directions and instructions.	
		VI-1	Distinguish fact from opinion or fantasy.	15. Answer questions requiring conclusions, inferences, and generalizations about explicitly and implicitly stated meanings found in a variety of printed material such as grade-level textbooks, everyday life reading material, and material read for pleasure.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Fact from Opinion/Fantasy

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Read and differentiate fact from opinion/fantasy.	1. Tell what is fact and what is opinion. 2. Identify propaganda devices such as name-calling, slogans, testimonials, and bandwagon. 3. Determine the author's purpose.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Basic Elements of Prose, Poetry, and Drama

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Read and recognize basic elements of prose, poetry, and drama.	1. Identify the who, what, where, when, why, and how of the story. 2. Identify the main characters. 3. Identify the plot. 4. Identify the setting. 5. Identify points of view; for example, the first person. 6. Identify literary devices such as metaphor, simile, allusion, and personification. 7. Read an entire literary work or a part of it, and write a summary, a paraphrase, and/or a précis of the work. 8. Explain the theme of a literary work. 9. Produce written and oral reports on books.

LANGUAGE ARTS: GRADE 7-8 Reading/Literature AREA: Critical Thinking Skills

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Develop critical thinking skills.	1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis (taking apart), synthesis (putting together as a whole), and evaluation. 2. Ask questions that encourage convergent and divergent thinking.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Specific Purposes and Occasions

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Write for specific purposes and occasions.	1. Write to discover personal thoughts and feelings. Write the following types of compositions: free writing piece, journal writing, personal essay, friendly letter, personal response to literature, and poetry.
				2. Write to express an understanding of what is read or heard. Write the following types of compositions: summary, paraphrase, and précis.
				3. Write an account of real or fictional events. Write the following types of compositions: skit, autobiographical sketch, and narrative of actual experience.
				4. Write to explain or give factual information. Write the following types of compositions: narrative of an observed event, biographical report, news article, research report, and process essay.
				5. Write to describe something, such as a classified ad to sell an article.
				6. Write to persuade someone to buy something, such as an advertisement of a new product.

LANGUAGE ARTS: GRADE 7-8 Writing **AREA:** Specific Audiences

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Write for specific audiences.	1. Write for self. Write the following types of compositions: free writing piece, journal writing, and diary. 2. Write for others such as friends, the general public, and/or a hostile audience. Use the appropriate language, tone, and genre required to address various audiences on the same subject. Write a letter and/or an essay, as appropriate.

LANGUAGE ARTS: GRADE 7-8 Writing

AREA: Material for Compositions for Particular Purposes and Audiences

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Generate or gather material for compositions that are suitable for particular purposes and audiences.	1. Write as a means of generating material for a written composition. Use material from the following types of writing: free writing, looping, clustering, reporter's formula, listing, brainstorming, journal entries, problem solving, and note taking. 2. Use conversation to generate material for written compositions. Use material from the following sources: peer conferencing, interviewing, and class discussions. 3. Use reading to gather material for written compositions. Use material from the following methods: taking notes, synthesizing material from sources, acknowledging sources within text, and reading casually. 4. Use listening to gather material for a written composition. Use material from the following types of presentations: lectures, media programs, and discussions.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Materials Arranged to Produce Compositions

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Arrange materials gained in the discovery stage of the composing process to produce compositions appropriate for selected audiences, occasions, and purposes.	1. Produce cohesive writing through careful attention to the types of writing and to the arrangement of words, sentences, and paragraphs. 2. Produce cohesive writing through the use of research notes, imitation, and outlining.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Planning, Organizing, Composing

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Demonstrate a knowledge of how genre determines the shape of compositions.	1. Select the arrangement for sentences or pictures that gives the ideas, sentences, and written directions either in the best order to make a good paragraph or in a logical order.
		II-1	List ideas in sequential order.	
		II-2	Arrange sentences into a logically organized paragraph.	2. Write a paragraph with one topic and supporting details, and provide an appropriate title.
		II-3	Arrange written directions in logical order.	3. Identify the best introductory or concluding sentence.
		III-1	Write a paragraph focusing on one topic and including supporting details. Provide a title for the paragraph.	4. Include in a message only the information that is necessary and relevant.
		IV-1	Include in a message or request all necessary information (who, what, when, where, how, or why).	5. Recognize the necessary information that is missing from examples of written messages, notices, advertisements, or announcements.
		IV-2	Determine what information is missing from a message, an announcement, or a process explanation of what information is irrelevant.	6. Write different types of paragraphs (process, cause and effect, comparison or contrast, and combination of methods) with topic sentences, adequate development, supporting evidence, concluding sentences, unity, and coherence.
		IV-3	Write a brief summary.	7. Write different types of compositions (descriptive essays, narrative essays, expository essays, and persuasive writing) with adequate development, unity, and coherence.
		V-1	Identify the proper format of a business letter.	

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Planning, Organizing, Composing (Continued)

C OF S	S T A N	B C T	ORIGINAL SOURCES	STUDENT OUTCOMES
		V-2	Identify the proper format of a friendly letter (social correspondence).	8. Write creative works (short story, poem). 9. Write friendly or business letters in proper form. (7)
		VI-1	Complete the following forms: a. Driver's license b. Employee's withholding exemption c. Change of address d. Selling permit e. Application for a job f. Social security applications g. Check, check stub, and a deposit slip	10. Fill out school-related forms. (7) 11. Recognize the correct information needed to complete printed forms. (8) 12. Use the proper form to write a request for information and a letter to the editor. 13. Identify in a business or friendly letter any part of the letter that does not belong and any part of the letter that might have been omitted.

LANGUAGE ARTS: GRADE 7-8 Writing

AREA: Formal Outline for Expository/ Argumentative Compositions

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Use formal outline in arranging material for expository/ argumentative compositions.	1. Write topic outline(s). 2. Write sentence outline(s). 3. Write a topic or a sentence outline based on readings for research purposes.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Transitions - Units of Discourse

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Write transitions within and between units of discourse.	1. Use transitional words or phrases within or between units of writing such as sentences and, especially, paragraphs.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Diction for Purposes Within a Composition

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
			Select the most effective diction for particular purposes within a composition.	1. Incorporate into compositions effective vocabulary gained through reading, word study, and dictionary usage.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Research Reports and Papers

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
			Compose research reports and papers.	1. Incorporate and summarize material from sources such as encyclopedias, articles, and interviews, and put into own words for research reports and papers.
				2. Document sources by using prescribed forms such as quotations, bibliographies, and footnotes to avoid plagiarism.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Grammar and Usage

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions.	1. Write declarative, interrogative, imperative, and exclamatory sentences. 2. Write simple and compound sentences.
	7,8		Demonstrate the ability to identify correct punctuation, capitalization, and applied grammar in simple sentences.	3. Write sentences of various patterns and lengths. 4. Combine sentences to achieve coordination through use of related independent clauses and/or coordinating conjunctions.
	7,8		Demonstrate the ability to identify complete sentences, sentence fragments, and run-on sentences (sensitivity).	5. Use correct subject-verb agreement. 6. Use nouns and pronouns (both singular and plural) correctly as the subject, direct object, appositive, predicate nominative, indirect object, noun of address, noun of exclamation, and object of preposition.
		I-1	Observe pronoun-antecedent agreement.	
		I-2	Use correct forms of nouns and verbs: a. nouns, singular and plural b. regular and irregular verbs c. verbs agreeing with subjects.	7. Use verbs (both regular and irregular) correctly in present, past, future, and perfect tenses. 8. Use the correct forms of verbs, adjectives, pronouns, and adverbs. 9. Use compound subjects and verbs in sentences.

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				10. Use a pronoun to agree with its antecedent.
				11. Recognize that a series of words is a complete sentence, a run-on sentence, or a sentence fragment.
				12. Transform sentence fragments and run-on sentences into complete sentences.

LANGUAGE ARTS: GRADE 7-8 Writing **AREA: Spelling**

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions.	1. Apply basic rules of spelling. 2. Choose from underlined words the word that is spelled incorrectly (Words are from the spelling list for the Alabama High School Graduation Examination).
	7,8		Demonstrate the ability to identify the correct and incorrect spellings of common homophones in context.	3. Choose from among options the phrase containing a misspelled homophone.
	7,8		Demonstrate the ability to apply phonetic principles to recognize the correct and incorrect spellings of phonemes within words.	4. Identify the misspelled word in which certain consonant and vowel sounds are misspelled with common spelling errors ("house" spelled as "howse"). 5. Choose from among options the misspelled word in which the inflectional ending reflects an error ("walked" spelled as "walkt").
	7,8		Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.	6. Identify the misspelled word in which an affix reflects an error ("misbehave" spelled as "missbehave").
		VII-1	Identify words frequently used in daily activities.	

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Punctuation

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions.	1. Use correct end marks (periods, exclamation points, and question marks) when punctuating sentences. 2. Use periods after initials and abbreviations.
	7,8		Demonstrate the ability to identify correct punctuation, capitalization, and applied grammar in simple sentences (conventions).	3. Use commas correctly with items in a series, dates, addresses, nouns of direct address, salutations of friendly letters, closings of letters, appositives, compound sentences, interruptive words and phrases, and direct quotations.
			Identify the following punctuation marks:	4. Use apostrophes correctly in contractions, possessive nouns (singular and plural), and plurals of letters and numbers.
		VIII-1	- question marks, periods, and exclamation points to punctuate sentences;	
		VIII-2	- the comma to separate words in a series;	5. Use colons correctly before lists, before long quotations, in salutations of business letters, and in writing time.
		VIII-3	- the comma to separate proper names in direct address from the remainder of the sentence;	6. Use quotation marks in direct quotes, dialogue, and certain titles.
		VIII-4	- an apostrophe to show the possessive of singular and plural nouns;	7. Use hypens correctly in word division, compound words, and the written forms of numbers.
		VIII-5	- quotation marks to set off a direct quotation, and	

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Punctuation (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
		VIII-6	- the colon after "the following" and "as follows," the salutation of a business letter, and the hour in numerals (5:30).	8. Use italics or underlining correctly in titles or names of books, plays, and newspapers. 9. Identify correct punctuation and capitalization in a business or friendly letter. 10. Recognize the incorrect use of the quotation mark, the question mark, the comma, and the colon in sentences; and make corrections where needed.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Capitalization

C OF S	S T A N	B C T	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions.	1. Use basic rules of capitalization in writing, including, but not limited to, the first word in sentences, proper nouns, and words in titles.
	7,8		Demonstrate the ability to identify correct punctuation, capitalization, and applied grammar in simple sentences (conventions).	2. Identify capitalization errors related to the first word in a sentence, the pronoun I, and/or proper nouns.
		IX-1	Identify the capitalizing of the first word of every sentence, the pronoun I, and proper names.	3. Recognize the correct capitalization conventions: a. geographical locations; b. historical events; c. names of institutions, nationalities, and bridges; and d. at the beginning of a direct quotation that appears in a sentence. 4. Recognize the incorrect capitalization conventions: a. geographical locations; b. historical events; c. names of institutions, nationalities, and bridges; and d. at the beginning of a direct quotation that appears in a sentence. Make corrections where needed.

LANGUAGE ARTS: GRADE 7-8 Writing AREA: Revise and Proofread

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
7,8			Revise and proofread personal written work.	1. Use a checklist provided by the teacher to revise and proof personal written work. 2. Use a critique by the teacher, a peer, or one's self to improve a draft of written work. 3. Make writing more effective by: a. changing pattern of organization, b. developing ideas further, c. combining sentences, d. changing structure within sentences, e. substituting more effective words, f. making awkward passages read more smoothly, and g. correcting grammatical and spelling errors.

730

731